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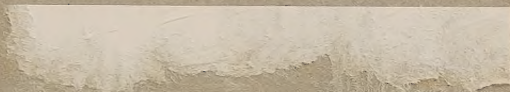
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OUTLINES
OF THE
SOCIOLOGY OF HUMAN
BEHAVIOR

WITH APPLICATIONS TO
EDUCATION, NURSING AND SOCIAL
WORK

BY
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PREFACE

These outlines have been offered to beginning students in sociology during the last six years, subjected in each instance to revision and correction suggested by students and by needs as discovered in the class room. They have been further directed, in the selection of materials and emphasis, to those phases of the subject which have proved to be most useful to students of education, social work and practical arts.

The guiding objective has been to take from the social sciences, particularly ethnology, eugenics, social psychology, and sociology, those materials that will aid the workers in the above fields of practical effort to develop working technics for the best possible analyses of social problems in terms of human nature or the personal aspects of the problems, and of group behavior or their collective aspects.

Both student and teaching experience have shown that too rigid adherence to this plan of attack leaves the beginner without certain appreciations that increase wisdom in handling technics and in defining general objectives in practice. Therefore there has been an effort to give the student an acquaintance with certain phases of sociology that some teachers omit.

The approach through a listing of problems, with a consideration of possible methods of treatment, is practical pedagogy. Following this, the main findings on societal evolution have been presented as background for the analytical studies. "One only knows a thing when one knows its history." It has been difficult to know whether this historical section should be placed late in the course or where it is. Decision to place it here was reached by getting the reactions of many classes. Student opinion has been practically unanimous that the inclusion of the historical section before the analytical aids in analysis.

A few of the principal theories correct certain fallacies that have already seeped down to the practical worker from earlier social philosophy and suggest a few broad interpretations of human life. A somewhat detailed consideration of the social problems that interpenetrate most obtrusively into those fields which the students of a professional school are entering, acquaints the beginners with the field of social pathology and engineering. Finally, a résumé of the history and influence of sociology challenges a consideration of sociology as a developing science.

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SUGGESTIONS TO STUDENTS

FOR THOSE STUDENTS WHO ARE FAIRLY PROFICIENT in their work and who desire to reach beyond routine scholastic effort the following mode of attack upon this subject is suggested:

(a) Do not study or even read over the outlines previous to the discussion in class.

(b) Do not read any of the references before the discussions.

(c) Read over very thoughtfully the queries and think out the best possible answers before attending the class. Concentrate on those of practical professional interest.

(d) *Engage in your study of a topic after it has been presented by the instructor.*

This suggested procedure will keep the matter fresh and stimulating, develop thought and economize effort in study.

FOR THOSE WHO HAVE DIFFICULTY in orienting themselves in a new subject it is advisable to study the outlines and the queries before class and to read the required references. In such study and reading try to discover the answers to those queries that impress you as most significant because of their practical bearing upon your student or professional interests.

ASSIGNMENTS are arranged on a basis of a minimum of approximately one and one-half hours of work to one meeting of the class. The student should adapt his speed of reading of "Required" references to this time; short references are to be read carefully; long references are for rapid reading. When whole books are listed the student should quickly run over its general organization and dip lightly into those parts that attract his attention. This last method the student who is especially interested in the subject will find useful in dealing with the "Suggested" references. The latter are merely offered to those who may wish to investigate topics somewhat more fully.

EXERCISES when noted on an outline in connection with any topic are to be handed in at the following meeting of the class.

EXAMINATION questions are to be answered in typewritten form and handed in one week after distribution. Students may through group discussion, reading books, lecture notes, or by conference with anyone who may be able to help, find the best possible answers to the questions. The single requirement is that every student will finally formulate his answers independently, which will represent his own conclusions.

The aim of the examination is to aid the student to think through major problems and to organize in a satisfactory synthesis what he has learned or thought out for himself. The above method is used so as to make of the examination a cooperative enterprise and not a conflict situation. This releases the student from inhibitory dreads and fears and enables him to do really constructive work.

Students are advised to use paper sheets, size 4" x 6", instead of the inflexible notebooks of the traditional kinds. It is best to use three or four colors: *white* for the student's own reactions; *orange*, for quotations and excerpts from references; *pink*, for lecture notes; *blue*, for bibliography. The standard one-third guide cards large enough to be inscribed with the categories developed and used in the discussions will provide an efficient mode of classification of the material gathered. If such a system is used the key to success is *to put one idea or the materials on one category on one sheet*.

CRITICISMS OR SUGGESTIONS of any or all kinds that might make the course more vital and useful to those taking it, are welcome at any time.

CURRENT MAGAZINES OF SPECIAL INTEREST TO STUDENTS IN SOCIOLOGY

WITH SPECIAL REFERENCE TO THEIR AVAILABILITY IN TEACHERS
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Those starred (*) are distinctly sociological.

- American Child.* National Child Labor Committee, New York, N. Y.
American Journal of Public Health. American Public Health Association,
New York, N. Y.
**American Journal of Sociology.* University of Chicago, Chicago, Ill.
American Labor Legislation Review. American Association for Labor
Legislation, New York City.
American Library Association, Booklist. American Library Association,
Chicago, Ill.
Annals of American Academy of Political and Social Science. American
Academy of Political and Social Science, 2419 York Road, Balti-
more, Md.
Child Study. Edwin Arnold, 41-43 Maddox Street, London, England.
Congressional Digest. Congressional Digest, Munsey Building, Wash-
ington, D. C.
Country Life in America. Doubleday, Page & Co., Garden City, N. Y.
Elementary School Journal. University of Chicago, Chicago, Ill.
**Family.* The Family, New York, N. Y.
Forum of Education. Longmans Green, Paternoster Row, London,
England.
Geographical Review. American Geographical Society, New York, N. Y.
Hospital Social Service. Hospital Social Service, New York, N. Y.
Housing Betterment. National Housing Association, New York, N. Y.
International Journal of Ethics. International Journal of Ethics, Phila-
delphia, Pa.
International Journal of Public Health of Red Cross Society. Geneva,
Switzerland.
Journal of American Medical Association. American Medical Association,
Chicago, Ill.
**Journal of Applied Sociology.* Journal of Applied Sociology, Los Angeles,
California.
Journal of Educational Research. Public School Pub. Co., Bloom-
ington, Ill.
**Journal of Social Forces.* University of North Carolina, Chapel Hill, N. C.
Journal of Rural Education. Prof. F. W. Dunn, Teachers College, Colum-
bia University.

Journal of Social Hygiene. American Social Hygiene Association, New York, N. Y.

Mental Hygiene. National Committee for Mental Hygiene, New York, N. Y.

Monthly Labor Review. U. S. Department of Labor, Washington, D. C.

Playground. Playground Association of American, New York, N. Y.

Public Health Nurse. National Organization, Public Health Nursing Cleveland, O.

Readers' Guide to Periodical Literature. H. W. Wilson, New York, N. Y.

School and Society. Science Press, Garrison, N. Y.

**Sociological Review.* Sociological Publications, Ltd., Leplay House, 65 Belgrave Road, Westminster, S. W. I.

**Survey and Survey Graphic.* Survey, New York, N. Y.

**The Annual Proceedings of the American Sociological Society.* University of Chicago Press, Chicago, Ill.

**The Annual Proceedings of the National Conference of Social Work.* National Conference of Social Work, Cincinnati, Ohio.

The Nation. Nation, 20 Vesey Street, New York, N. Y.

**The Proceedings of the American Country Life Association.* American Country Life Association, 1849 Grand Central Terminal Building, N. Y. C.

PART I

What are the major problems of modern life?

What are their significant characteristics?

How can they be solved?

CHAPTER 1

INSISTENT PROBLEMS OF OUR PRESENT-DAY SOCIAL LIFE: VARIABLE IN TERMS OF THE SOCIAL SITUATION

EDUCATION

I. EDUCATIONAL SHORTAGES.

- A. Lack of opportunity for education.
 - 1. Employment of children—over 50% of all child laborers are on farms.
 - 2. Inadequate provision of school facilities—child and adult.
 - 3. Waste of school plant.
 - 4. Lack of teachers.
- B. Unfavorable community environment.
 - 1. Unorganized leisure activities.
 - 2. Precocious sex experiences of bad companions.
 - 3. General ignorance.
 - 4. Anti-social tendencies and forces—the criminal, etc.
 - 5. Illiteracy.
 - 6. Superstition.
 - 7. Lack of appreciation, pursuit and enjoyment of the fine arts.
- C. Personal deficiencies.
 - 1. Defective heredity.
 - a. Physical defects—the blind, deaf, mute.
 - b. Mental defects—feeble-mindedness, epilepsy, insanity.
 - 2. Variability of capacities.
 - 3. Delinquency.
 - a. Misconduct.
 - b. Truancy.
 - c. Criminality.
- D. Inefficient administration.
 - 1. Untrained school directors.
 - 2. Intermingling of educational direction and exploitative policies.
 - 3. Wastes in actual administration on the business side.
 - 4. Lack of trained administrators.
 - 5. Improper administrative units.
 - 6. Indetermination of objectives.
 - 7. Traditionalism.
 - 8. Legislative interference.
 - 9. Personal aggrandizement.

10. Lack of vocational guidance.
 11. Failure to stimulate and organize financial support.
 12. Failure to maintain high professional standards.
- E. An unadapted curriculum.
1. Non-vital subjects taught.
 2. Contents not well organized—poor textbooks.
 3. Lack of direction in student's program.
- F. Defective training.
1. Inadequate supply of trained teachers.
 2. Mis-trained teachers.
 3. Bad pedagogy.
 4. Wrong methods of discipline.
 5. Hiatus between home and school.
 6. Exploitation of movies and radio.
 7. Incidental provision for occupational skills.

RELIGION

I. RELIGIOUS SHORTAGES.

A. Defective fundamental attitudes.

1. Obscurantism.
2. Fundamentalism *vs.* radicalism—the confusion of issues.
3. Separatism.
4. Ecclesiasticism and ceremonialism.

B. Lack of program.

1. Over-churching.
2. Over-organization.
3. Cowardice in the face of costly issues.
4. Uncertainty of message.
5. Indetermination of purpose.
6. Inadequate financing.
7. Personal jealousies.
8. Unorganized resources.

C. Decadence of the church.

1. Decreasing membership.
2. Weak leadership.

DOMESTIC LIFE

I. UNFAVORABLE PHYSICAL CONDITIONS.

A. Improper housing—the tenement *versus* the home.

1. Congestion.
2. Rents and exorbitant profits on land.
3. Mobility of the family.
4. Lack of privacy.
5. Lack of town planning.

B. Poor equipment.

1. Household drudgery.
2. No regular hours.
3. No limitation of hours of work.
4. Lack of adequate provision for sanitation.
5. Occupational subservience of the rural home.
6. Scarcity of and increasing cost of service.

C. Inadequate income.

1. The sweating system.

D. Over-abundance of income.

1. Conspicuous waste and consumption.
2. Ennui of the home.

II. DISINTEGRATION OF THE FAMILY.

A. Changing ideals of family life.

1. Inequality of the sexes.
2. The struggle of women for status in public life.
3. The increase of unmarried persons—anagamy.
4. Lack of status for the housewife.
5. Disrespect of children for family restraints.
6. Occupational divergence of family members.
7. Family limitations.
8. Decreasing chastity.
9. Legitimatization of children of unmarried parents.
10. Disappearance of marriage as a trade.
11. Double standard of morals.
12. Low marriage ideals.

B. Disharmony in domestic relations.

1. Conjugal quarrels.
 - a. Lack of training for marriage duties.
 - b. Infidelity to marriage mate.
 - c. Excessive child-bearing.
 - d. Sterility of home life.
 - e. Childless marriages.
 - f. Sex disease.
2. Disrupted conjugal relations.
 - a. Complexity of marriage laws.
 - b. Desertion.
 - c. Divorce.

3. Failure of parents in relation to children.
 - a.* Ignorance of mothercraft.
 - b.* Infant mortality.
 - c.* Ignorance of child psychology.
 - d.* Women in industry.
 - e.* Illegitimacy.
 - f.* Mismatching—dysgenics.
 - g.* Improper feeding—the undernourished child.
 - h.* The wayward child.
 - i.* Failure to provide home recreation.
 - j.* Dispersion of family for recreation.
 - k.* Failure to educate children on sex matters.
 - l.* Physical degeneracy.
 - m.* Sex impurity and prostitution.
 - n.* Exploitation of children as wage-earners

CONSERVATION OF HEALTH

I. GENERAL ADMINISTRATION OF HEALTH AGENCIES.

- A. Standardization and apportionment of work and workers.
- B. Ordering of supplies.
- C. Clerical work—letters and official reports.
- D. Payrolls, appointments and upkeep of personal roster.
- E. Prevention of the conduct of hospitals without a permit.
- F. Regulation of sale and distribution of drugs.
 - 1. Division of media and sterilization.
 - a. Regulating the preparation and care of glassware used.
 - b. Obtaining supplies and regulating the preparation of media.
 - c. Preparing of standard solutions and their sterilization.
 - d. Keeping of accurate daily records.
 - 2. Division of diagnosis.
 - a. Providing sufficient supply stations with media.
 - b. Regulating the supply of animals for preparation of various antigens.
 - c. Standardization of reagents.
 - d. Obtaining accurate diagnosis of all specimens including scientific research work.
 - e. Preventing usages of impure or polluted shell-fish.
 - f. Routine milk examinations.
 - g. Adequate preparation and distribution of serums and vaccines.

II. PROMOTING SANITARY CONDITIONS.

- A. Prevention of impure usages on vessels as well as on land.
- B. Distribution of pure and clean foods to be regulated.
- C. Promote proper fumigation of suspicious vessels.
- D. Care of wastes caused through demolition of buildings.
- E. Prevention of insanitary bathing establishments, swimming pools, barber shops, beauty parlors, comfort stations and watering troughs and stables.
- F. Regulation of campers.
- G. Eliminate congestion and promote cleanliness in lodging houses and tenements.
- H. Prevent impure air by eliminating dense smoke and offensive odors, gases, etc.
- I. Care of privies, cesspools, and sewers.
- J. Extermination of rats and mosquitoes.
- K. Maintain a standard for handling laundry.
- L. Prevent sale of impure ice.
- M. Prevent harbor pollution.

III. HEALTH OF THE CHILD.

- A. Bring about community provision for child welfare.
 - 1. Restricted funds or how to obtain sufficient funds.

2. Insufficient force of nurses available,
3. As well as funds for the conduct

Of clinics {
a. Well baby.
b. Sick baby.
c. Nutritional.
d. Milk stations.
e. Prenatal.

4. How to provide open-air schools and properly constructed school buildings.
5. Promote adequate paid health staff for physical examinations of school child with follow-up work.
6. How to establish public dental clinic.
7. Regulation of midwives.
8. Procure follow-up work of all births.

IV. CONTROL OF PREVENTABLE DISEASES.

- A. Prevention of spread of all communicable diseases.
- B. Prevention of nutritional diseases.
- C. Prevention of occupational diseases.
- D. Prevention of diseases of faulty habits.
- E. Prevention of puerperal infections.
- F. Prevention of mental diseases.
- G. Prevention of heart diseases.
- H. Prevention of cancer.
- I. How to obtain more rigid eugenic laws.
 1. Conservation of eyesight.
 - a. Enforcement of Crede method for new born.
 - b. Regulation of light in offices, factories, school rooms, etc.
 - c. Promote general cleanliness and hygiene.

V. PROBLEMS REGARDING THE MENTALLY ILL.

- A. Institutional.
 1. Insufficient number of institutions.
 2. Poorly equipped institutions.
 3. Lack of trained workers.
 4. Lack of vocational schools for mentally defective children.
 5. Economic problem of caring for insane.
- B. Personal.
 1. Defective heredity.
 2. Regulate marriage of mentally unfit.
 3. How to educate the delinquent child.
 4. How to correct misconduct in mentally deficient.
 5. How to prevent the increasing number of insane.

VI. EDUCATION OF PUBLIC IN REGARD TO HEALTH.

- A. Publication of satisfactory intelligible periodicals in different languages and reaching the public with slogans, posters, health talks, etc.
- B. Preparation of traveling exhibits.
- C. Furnishing motion picture films.
- D. Health expositions.

THE PREVENTION OF CRIME

"A crime is a failure to live up to the standard of conduct deemed binding by the rest of the community."

I. KINDS OF CRIME—DIVIDED INTO OFFENCES.

- A. Against person, as homicide, assault, threat to do bodily harm, attempted suicide.
- B. Against property for gain, as robbery, burglary, forgery, larceny, fraud, extortion, violation of revenue laws.
- C. Against property for other reasons, as arson, malicious mischief, trespassing.
- D. Against chastity, as rape, adultery, keeping house of ill-fame.
- E. Against administration of government, as perjury, bribery, contempt, false impersonation, resisting officers, escaping custody, violating election or immigration laws.
- F. Against public health and safety, as concealed weapons, nuisance, illegal sales of drugs, illegal practice of profession, violation of city ordinances, violation of food laws.
- G. Against sobriety and good order, as drunkenness, disorderly conduct, vagrancy.
- H. Against public policy, as violation of fish, game or liquor laws, gambling, profanity, cruelty to animals, violation of contract.
- I. Against own family, as contributing to delinquency, cruelty to wife or children, non-support, violation of educational laws.
- J. Peculiar to children, as delinquency, truancy, dependency, incorrigibility.

II. CAUSES OF CRIME.

A. Unstable nervous mechanism, due to—

- | | |
|--------------------------------------|---|
| 1. Insanity. | 6. Drug habit. |
| 2. Immorality. | 7. Fatigue and lack of normal recreation. |
| 3. Unmorality. | |
| 4. Emotion and lack of self-control. | 8. Lack of responsibility. |
| | 9. Physical weakness. |
| 5. Desire of power. | |

B. Environment due to—

- | | |
|--|---------------------|
| 1. Personal contact (home influence, outside influence, etc.). | 5. Religion. |
| | 6. Alcoholism. |
| 2. Economic conditions. | 7. Housing problem. |
| 3. "Dollaritis." | 8. Politics. |
| | 9. Immigration. |
| 4. Under-nourishment. | |

III. CURES AND PREVENTIONS.

A. Elimination of abnormal and degenerate by humane methods, through—

- 1. Segregation.

2. Progressive sentences for recidivists (confirmed criminals)
 3. Regulation and restriction of marriage.
 4. Sterilization.
 - B. Improvement of environment, through—
 1. Improved conditions of dwelling.
 2. Improved surroundings of dwelling.
 3. Improved place of work.
 - C. Educational methods, through—
 1. Examination and diagnosis of children.
 2. Medical school inspection and examination.
 3. Treatment and education of borderline cases.
 4. Play.
 5. Vacation schools and summer camps.
 6. Education in principles of physiology, hygiene and sanitation.
 7. Schools of manual training and trades.
 8. Education with reference to sex.
 9. Social education, especially for foreigners.
 - D. Practical religion.
- IV. SOCIAL BURDEN OF CRIME.
- A. Inestimable demoralizing influence.
 - B. Taxation (The "Jukes," degenerate family, during a period of seventy-five years cost this country over one and one-fourth millions of dollars for arrests and trials, maintenance of prisoners, almshouses, property destroyed, begging, etc.).

THE DEVELOPMENT OF RECREATION

Definition—RECREATION: *Refreshment of body or mind after toil; diversion, amusement.* STANDARD DICTIONARY.

- I. To EDUCATE PEOPLE IN THE IMPORTANCE OF RECREATION PROBLEM.
 - A. To raise budget.
 - B. To provide definite recreation grounds and centres.
 1. Golf, tennis, baseball, etc.
 - C. To enforce existing laws dealing with any phase of recreation.
- II. To CONTROL CAPITALIZED RECREATION.*
 - A. To eradicate all forms of capitalized recreation which depend upon exploitation of sex appeal for financial success.
 - B. To discourage professionalism.
- III. To ADVANCE NON-COMMERCIAL RECREATION.
 - A. To encourage participation as well as observation in sports.
 - B. To provide trained leaders.
 - C. To develop recreational taste in children.
 - D. To develop creative expression as a form of recreation.
- IV. To BRING RECREATION WITHIN REACH OF ALL PEOPLE.
 - A. To provide industrial workers with time for recreation.
 - B. To secure play time for all children.
 - C. To bring fine arts within financial reach of people.

* By commercialized recreation we mean places and forms of amusement which are run as a business,—for profit. We include theaters, dance halls, cabarets, prostitution, pool-rooms, soft drink parlors, movies, vaudeville, concerts, amusement parks, professional baseball, racing, etc.

POLITICAL PROBLEMS

I. INTERNATIONAL.

- A. Entrance of the United States into League of Nations.
 - 1. Of Germany.
- B. Limitation of armaments.
- C. Execution of the "Dawes Plan."
- D. Continuance of kindly relations with Japan.

II. DOMESTIC PROBLEMS.

A. National.

- 1. Assurance of integrity of public officials.
- 2. Enforcement of prohibition laws.
- 3. Elimination of religious and race discrimination from politics.
- 4. Revision of tariff.
- 5. Relief of the tax burden.
- 6. Provision for regulation of French-Canadian and Mexican immigration.
- 7. Solution of labor problems.
 - a. Agricultural.
 - b. Industrial.
 - (1) Prevention of armed uprisings.
 - (2) Elimination of child labor.
 - c. Americanization of the immigrant.
- 8. Improvement of naturalization laws.
- 9. Making possible better service from public utilities.
- 10. Care of disabled soldiers.
- 11. Procuring of uniform divorce laws.
- 12. Conservation of natural resources.

B. Local.

- 1. Provision of better educational facilities.
- 2. Improvement and safeguarding of public health.
- 3. Realization of individual responsibility of citizens.
- 4. Municipal ownership of public utilities.
- 5. Improvement in administration of public institutions.
 - a. Hospitals.
 - b. Prisons and jails.
- 6. Improvement of police protection.
- 7. Establishment of parks and playgrounds.
- 8. Reduction of taxes.
- 9. Improvement and construction of public highways.

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2. Dow, G. S. *Society and Its Problems*.
3. Gillin, J. *Poverty and Dependency*.
4. Towne, E. T. *Social Problems*.
5. Wolfe, A. B. *Readings in Social Problems*.
6. Newspapers; magazines; social creeds and programs of churches, of civic and religious organizations; activities of social agencies, recorded mainly in the *Proceedings of the National Conference of Social Work*.
7. See also syllabus, *Introduction to Contemporary Civilization*, Part II, Columbia University.

QUERIES

1. What is the best method of classifying social problems?
2. How can one determine which are the major problems?
3. Check those that you think challenge immediate attention and clarify your reasons for your judgments.
4. Reorganize in improved form those listed under Health, Crime and Recreation.
5. What other problems can you list that are not included here?
6. What have you found to be the best suggestive sources for a listing of social problems?

EXERCISE

Examine each list of problems from the point of view of every other title and place a cross (x) in front of each item that seems to you to be involved or related in any significant way with those listed under that title. For example, from the point of view of "Educational Problems" run over the list under titles "Domestic," "Religious," "Crime," etc. Then from the point of view of "Domestic Problems" check over "Education" and all other series of lists to note those that have relations, as indicated, with those under "Domestic," and so on.

Finally study carefully those that have the greatest number of checks and thus determine the specific problems that seem to you most significant.

CHAPTER 2

CHARACTERISTICS OF SOCIAL PROBLEMS

I. SIGNIFICANT CHARACTERISTICS OF SOCIAL PROBLEMS.

- A. They are not new in their general aspects.
 - 1. Ancient struggles.
- B. They are not the same as before.
 - 1. Changed technology.
 - 2. Changed social environment.
 - a. Changes in institutions.
 - b. Changes in attitudes.
- C. Nevertheless their roots lie in the past.
 - 1. Unchanging original nature.
 - 2. Expansion of invention.
- D. The happiness and enrichment of future generations depends upon present efforts at solution.
- E. Social problems admit of a variety of terms of classification.
 - 1. In terms of persons as persons in relation to and controlled by groups.
 - a. Personality growth, social variety, change, progress.
 - 2. In terms of groups under the necessity of controlling individuals through compelling submission to conventionality.
 - a. Custom, unity, order, continuity.
 - 3. In terms of institutions and organizations.
 - 4. In terms of processes and functions.
 - 5. In terms of practical agencies.
 - 6. In terms of rural life and of urban life.
 - a. The latter differentiation should run through any other mode of classification.
- F. Social problems are interrelated.
 - 1. The solution of a social problem.
 - 2. Attempts at solution must be correlated and organized.
 - 3. Social problems are not many but one.
 - a. "The social problem."

II. DEFINITION OF A SOCIAL PROBLEM.

- A. A social problem is a term which refers to any social situation or social process that produces undesirable effects in society and calls for elimination, adjustment or reorganization so as to secure social welfare.

III. REASONS FOR INCREASED INTEREST IN SOCIAL PROBLEMS.

- A. The altruistic interests.

- B. Scientific charities.
- C. Scientific legislation.
- D. The rise of public welfare functions in government.
- E. The press, the muckracker and critical opinion.
- F. Development of social science.
- G. Increase in the teaching of civics and sociology.
- H. The practical application of religion.
- I. Interest in national defense.
- J. Woman's suffrage.

IV. SOCIAL PROBLEMS ARE DIFFICULT OF SOLUTION BECAUSE OF

- A. Complexity.
- B. Interdependence with other problems.
- C. Lack of courage of leaders.
- D. Lack of scientific technique.
- E. Lack of professional training, skill and standards.
- F. Traditional beliefs and sentimental attitudes.
- G. Lack of coordinated effort.

V. THE SOLUTION OF A SOCIAL PROBLEM DEPENDS

- A. Upon a rigid application of the best science available,
- B. Which must be tempered and enriched by a genuine sympathy.

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1. Small, A. W. *The Meaning of Social Science*.

QUERIES

1. Are social problems increasing?
2. Shall we ever be free from social problems?
3. What advantages accrue from viewing the social problem as a series of separate, distinct problems of a specific nature? What dangers?
4. What advantages exist in a consideration of many social problems as phases of the social problem? What dangers?
5. What are the effects of too much emphasis upon social problems as such?
6. How far is sociology contributing to the development of professional social work?
7. What attitudes do the following types of people predominantly display toward interests other than their own: housewife, business man, visiting nurse, general medical practitioner, surgeon, public health nurse, rural district nurse, teacher of household arts, school superintendent.
8. What are some of the losses through a lack of correlation and organization of social agencies?
9. What does the medical diagnostician secure from the sociologist? From the social worker?
10. What is the relation between food and domestic instability?

CHAPTER 3

THE SOCIOLOGICAL METHOD OF APPROACH TO SOCIAL PROBLEMS

I. THE SCIENTIFIC ANALYSIS OF PHENOMENA.

A. What is science?

1. Huxley: "Organized common sense."
2. Organization of perceived relationships.
3. A technique rather than a body of knowledge.

B. The scientific spirit.

1. An attitude of open-mindedness, of questioning and testing.
2. Exhibition of patience, hard work, tolerance, fearlessness, reasonableness, cooperation, and a willingness to share results.
3. A thoroughgoing devotion to truth.

C. The function of science.

1. Rids the mind of fallacious ideas, such as chance, luck, fate or the control of spirits.
2. Substitutes knowledge for error in explanation of phenomena.
 - a. People explain phenomena in terms of causes but postulate wrong causes: e.g., Diseases or misfortunes as divine punishment for sin; a man is a criminal because of his depraved nature.
3. Provides data which form a basis of control of nature.
 - a. In mechanics—the conquest of natural difficulties.
 - b. In life organisms—the achievements of Burbank.
 - c. In society—the development of social work and societal engineering.
 - (1) Telicism: Society is subject to control and improvement when the facts and processes are understood so that definite ends or ideas may be set up and worked toward. Education is the primary means of attaining social programs or ideals.

II. METHODS OF SCIENCE.

A. Observation of the phenomena.

1. Location of the problem.
2. Description—accuracy.

B. Analysis.

1. Breaking up phenomena into comprehensible parts.
 - a. Elements and conditioning factors.
2. Isolation.
3. Classification.

4. Comparison.
5. Measurement of recurrence.
 - a. Statistics—modalities and variabilities.
 - b. Graphic representation.
6. Correlation.
- C. Synthesis.
 1. Introduction.
 2. Generalization.
- D. Experiment—control of conditions.
- E. Evaluation.
- F. Application.

"Moreover, in every science the verdict of reason must accord with the verdict of sense perception. This accord indeed is the very substance of science, the innermost essence of verification. Science cannot identify or measure truth by standards of utility.

It can only declare that this observation, or that generalization, accords with, or stands in conflict with, other observations, other generalizations. It may make for pleasure. We believe that in the end it will. For the moment it may contribute only pain. With either result the scientific man as such has no concern."

—GIDDINGS, F. H., *Studies in the Theory of Human Society*, pp. 97f.

III. APPLICATION OF THE SCIENTIFIC METHOD TO THE STUDY OF PEOPLE AND THEIR BEHAVIOR.

- A. Observation.
 1. Of the past.
 - a. Archeology.
 - b. Ethnology and anthropology.
 - c. History—proverbs, folklore, myths and legends, rhymes, poems, novels, letters, contracts, regulations, advertisements, constitutions, laws, proclamations, diaries, journals, biographies, newspapers, magazines, etc.
 2. Of the present.
 - a. Conversations, speeches, interviews, gossip.
 - b. Groups, associations, mobs, riots, ceremonies, movements, agencies, organizations, institutions.
 3. By means of
 - a. Inquiries, research, social survey.
 - b. Phonograph, photograph, cinema and first hand records and statistics as instruments of precision.
- B. Analysis—fracturing a social complex.
 1. Human behavior is pluralistic.
 2. Determination of elements and their conditioning.
 - a. Elements of a social complex—unit of investigation
 - (1) Older writers, the individual; Blackmar and Gillin, socius; Small, the group; Caulet, sociality; Hayes, ideas, sentiments and practices; Thomas, attitudes (wishes) and values;—ideas, objects and practices.

- (2) In this study an *instance of interaction* is the unit of investigation when the *process* is under attention (social psychology) or a *group* when the *product* is stressed (sociology) (see graph).
- b. Conditioning factors
- (1) Geographical: altitude, latitude, humidity, temperature, flora and fauna, time, etc.
 - (2) Biological: race, temperament, organic functioning—glands, health, etc.
 - (3) Technological: population, wealth, language, physical products of invention, etc.
 - (4) Social: groupings, practices and group schemes—organizations, institutions.

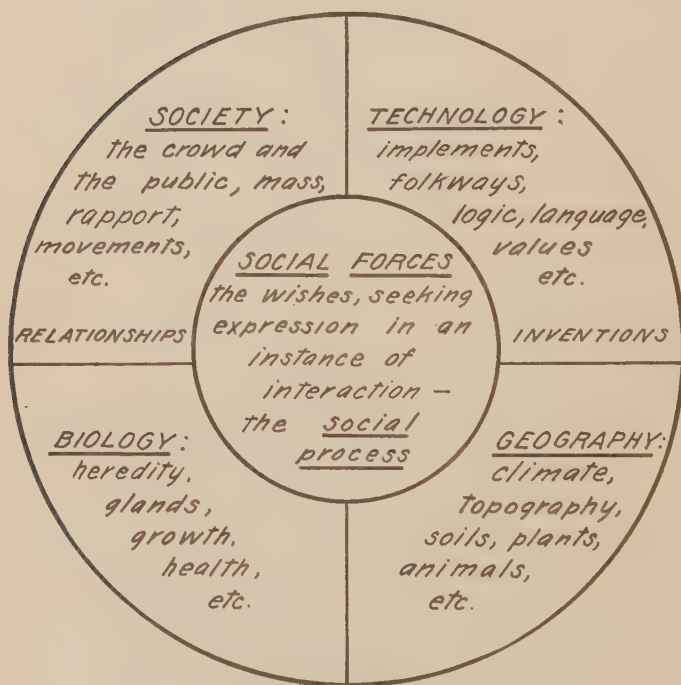


FIG. 1. SCHEME FOR SOCIOANALYSIS

C. Isolation of social phenomena

1. Study of representative cases—arbitrary limitations—problem method—special research or special inquiry.
2. Particularist interpretations.
3. Organic method of treatment—complex research *versus* the monograph method,—the survey.

D. Classification of social data.

1. Concepts, categories and their uses.
 - a. The marginal case.
2. The comparative method.
 - a. Animal behavior and animal societies.
 - b. The study of primitive peoples.
 - c. The contrast of social processes and social products from one period to another.
 - d. Determination of types or modalities.

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2. Giddings, F. H. *Studies in the Theory of Human Society*. Chap. IX (A Theory of Social Causation); Chap. XV (Pluralistic Behavior).
3. Healy, W. *The Practical Value of the Scientific Study of Juvenile Delinquency*. New York State Probation Commission, 1922, pp. 181ff.

QUERIES

1. Do you agree with Giddings' statement as to the business of science?
2. How can letters, newspapers, constitutions offer sociological data?
3. Why are myths and legends and gossip of sociological value when they may be without a basis of historical accuracy?
4. Distinguish between an inquiry and investigation and a survey.
5. Is there only one unit of investigation in sociology or does it vary according to the field investigated or according to the problem to be solved?
6. In scientific investigation what is the value of the hypothesis?
7. Are the conditioning factors always of equal importance?
8. In what ways is this scheme for socioanalysis differential? In what ways qualitative?
9. What are some advantages of differential qualitative socioanalysis over broad generalizations for education? for medical work?
10. What is the marginal case? Why is it significant for scientific research and progress?
11. Contrast the values in the monographic and in the organic methods of study.

CHAPTER 4

SOCIOLOGICAL METHOD (Cont'd.)

I. STATISTICAL MEASUREMENT OF SOCIAL DATA—MASS FACTS—QUANTITATIVE TREATMENT.

- A. Number, distributions, ratios, correlations and averages of population, classes, movements and groups, densities, births, sickness, accidents, deaths, marriage and divorce; occupations, industries, production, wages and income, family budgets; conditions of living, housing and congestion; intelligence, schools, crimes, courts, prisons; poverty and charity; playgrounds and parks, games and contests; churches, etc.

- ### B. Graphic presentation of mass data.

1. The curve.
2. The bar-graph.
3. The diagram.
4. Map presentation.
5. The photograph or film.
6. The pictograph.

- ### C. Criticism of statistical method in sociology.

II. SOCIOLOGICAL EXPLANATION OF CAUSATION.

- A. Establishes relationships or series of a qualitative character.

1. Series of antecedents and consequents, causes and effects.

- B. Factorizes a social complex.

1. Hayes' method of factorization:

$$\begin{array}{r} a. \quad x \\ \hline abcd \end{array}$$

x = problem phenomenon composed of elements, ideas, sentiments, practices.

abcd = environmental factors: biological, social, technological and climatic.

- b. The substitution of "instance of interaction" for Hayes' x .

2. The Thomas method of factorization—the three-term formula

a. $c(sp) = sp + ip$
 (ip) *sp* is "social phenomenon"
 ip is "individual phenomenon"

- b. cv $v \vdash a$ c is "cause"

or = or v is "value"

<i>ca</i>	$a \vdash v$	a is "attitude"
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 $\propto$ is "caused by combination of"

- c. Value $\propto$ attitude and value or vice versa

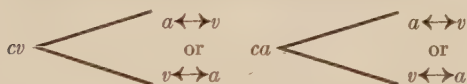
Attitude $\propto$ attitude and value or vice versa

d. Definition of terms: "By a social value we understand any datum having an empirical content accessible to the members of some social group and a meaning with regard to which it is or may be an object of activity."

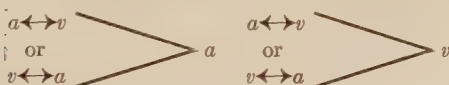
"By attitude we understand a process of individual consciousness which determines real or possible activity of the individual in the social world."

—THOMAS, W. I. *The Polish Peasant*, I, 21f.

e. The formula for pure sociological science



f. The formula for applied sociological science



3. The social series



III. SOCIOLOGICAL GENERALIZATION WITH REGARD TO THE RECURRENT SOCIAL PHENOMENA.

A. Characteristics of a social law.

1. Merely a generalization—not an "iron law"—difficulty of adequate determination of facts.
2. A particular social law holds only in a limited way—an initial phase of scientific discovery.
3. A universal social law is good anywhere at any time—the ultimate aim of sociological science.
4. The social law must contain three elements: e.g., "A Christian can be counted on to advocate peace," formulated thus:
 - a. Christian ideal of peace (social value).
 - b. An individual attitude x .
 - c. Peace advocacy (social attitude).

This was in actual practice:

- a. Christian ideal of peace (social value).
- b. A fear of enemy "beasts" (individual attitude).
- c. Advocacy of war (social attitude).

A corrected statement:

A Christian under fear of an enemy will advocate war.

The principle for social engineering at this point would be:

A Christian dominated by love will advocate peace.

B. Explanation of exceptions.

1. May invalidate generalization.
2. May lead to new generalization.

IV. SOCIAL EXPERIMENT—TESTING OF PRINCIPLES.

- A. Repeated checking by observation of new happenings.
- B. Controlled social experiment of an isolated kind practically impossible.
 - 1. Mere theory-testing to be deprecated.
 - 2. Risks of failure too costly.

V. PRACTICAL SOCIAL WORK.

- A. Application of theory or principle justified under fair chances of success.
- B. Social control—by social institutions, and organizations and agencies by personal influence.
- C. Social programs.
- D. Leadership in the community.
- E. Difficulties of application.
 - 1. Undeveloped science.
 - 2. Fear of expert.

VI. ETHICS—EVALUATION OF SOCIAL PRINCIPLES.

- A. Synthesis of tested social theory in terms of personality and community.

VII. GUIDING CONSIDERATIONS

- A. Procedure in sociological technique should be adapted to the problem in hand.
- B. Use of this technique should rest upon a mastery of extant knowledge and experience that bears upon the problem.
- C. Sociological technique should be manipulated without reference to application.
- D. Sociology uses data of allied and foundational sciences.
- E. Sociological technique in its discovery phase does not recognize "good" or "bad."
- F. Sociological technique in its applied phase never loses sight of persons.
- G. Sociology is a science not by virtue of exactness but because of its use of the scientific method.

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3. Park, R. E. and Burgess, E. W. *Introduction to the Science of Sociology*. pp. 478-88.

QUERIES

1. Illustrate concretely how characteristics of social problems can better be understood by the use of statistics.
2. For your needs what is the most useful book on graphic presentation of statistical data?
3. What is the use of graphs?
4. Mention some limitations of statistics as an instrument of research.
5. Why can you not explain a resultant attitude in terms of a previous single attitude?
6. List some forms of social experimentation that at present are worthy of close attention.
7. List a number of instances of applied sociological technique and theory.
8. Is sociology a science?
9. How can a scientific researcher avoid bias and prejudice if he seeks to find immediate applications?
10. Are the researches of pure science more valid than those of an applied science?
11. Contrast the questions asked in scientific research by a biologist and a physician; a sociologist and a social worker; a physicist and an engineer.

PART II

What are the historical roots of the modern
social situations?

CHAPTER 5

HUMAN ORIGINS

- I. THE RIDDLE OF ORIGINS.
- II. BASIC CONCEPTS IN EVOLUTION.
 - A. Heredity—continuity: like begets like.
 - B. Variation—change: dissimilarity of individuals and species.
 - C. Creation and degeneration: gain and loss of characters.
- III. THE MANNER OF EVOLUTION.
 - A. Darwin—natural selection.
 - 1. Prodigality of nature.
 - 2. Struggle for existence.
 - 3. Variations by slight modifications.
 - 4. Survival of the fittest.
 - 5. Heredity by pangenesis.
 - B. Corrections of the Darwinian statement.
 - 1. Weismann.
 - a. Continuity by the germ plasm—explains survival of characteristics.
 - b. Germinal selection.
 - 2. Mendel.
 - a. Existence of independent unit-characters.
 - b. Dominance and recession.
 - c. Segregation in germ plasm.
 - 3. De Vries.
 - a. Mutations—explains arrival of new characteristics.
 - 4. Kropotkin.
 - a. Mutual aid a factor in evolution—explains survival of weaker animals through collective strength.
- IV. SOURCES OF INFORMATION ON THE RISE AND SPREAD OF MANKIND.
- V. THE RISE OF MAN.
 - A. Fossil anthropoids.
 - B. The place of human origins.
 - C. Distribution of early man throughout the world.
 - 1. The continents and corridors.
 - 2. Racial differentiation and migrations.
 - D. Antiquity of man.
 - 1. Miocene Period.
 - 2. Pliocene Period.
 - a. Foxhall man (?).
 - 3. Duration of Pleistocene or Ice Age.

VI. EARLY PLEISTOCENE MAN.

- A. Geography and climate of Pleistocene times.
- B. Trinil Man—500,000 years.
- C. Heidelberg Man (?)—250,000 years.

VII. MEN OF THE OLD STONE AGE—PALEOLITHIC ERA IN EUROPE.

- A. Piltdown Man—125,000 years.
 - 1. *Pre-Chellean* culture.
- B. Neanderthal Ancestors—100,000 years.
 - 1. *Chellean* culture.
- C. Neanderthaloids—75,000 years.
 - 1. *Acheulean* culture.
- D. Neanderthal Man—50,000 years.
 - 1. *Mousterian* culture.
- E. Cro-Magnon Man—20,000 years.
 - 1. *Aurignacian* culture revolution.
(The Brunn Race—*Solutrean* culture invasion).
 - 2. *Magdalenian* culture—15,000 years.
 - 3. *Azilian-Tardenoisian* culture.
- F. The Baltic racial invasion.
- G. The races of Europe at the close of the Paleolithic.

VIII. MEN OF THE NEW STONE AGE—NEOLITHIC ERA—10,000 YEARS.

- A. The environmental situation.
- B. The racial situation.
- C. Culture characteristics.

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2. Read, C. *The Origin of Man*. Chap. I (Physical Differentiation).

QUERIES

1. What are the essential notions involved in evolution?
2. Does the principle of natural selection operate among people; among fashions; among nations?
3. What are the defects of Darwin's explanation of evolution as revealed by experimental evolution?

4. How are characteristics inherited?
5. According to Mendel if a person inherits physical strength and beauty, does that involve a high intelligence?
6. What are the fallacies of the theory of Nordic Superiority as revealed by Mendel's researches?
7. How do you explain the fact that although man is in many ways similar to the lower animals, he is different?
8. When did man arise?
9. How did he populate the world?
10. What is the age of man?
11. How did racial types develop?
12. Describe the races that successively occupied and controlled the European Peninsula during the Pleistocene Age.
13. What were the chief races that occupied Europe in the Neolithic Era?
14. How did they probably get into Europe?
15. What were some of the influences of this racial heterogeneity upon subsequent European history?

CHAPTER 6

SOCIAL ORIGINS

I. MENTAL DEVELOPMENT.

- A. Mutations in bodily structure selected by environment.
 - 1. Enlarged brain—frontal lobe.
 - 2. Foot changes and erect posture.
 - 3. Freedom of the hand.
 - 4. Speech organs.
- B. The interacting functions of mutational changes all led to increased mental efficiency, i.e., increased ability to make successful adjustments to situations greater in number and complexity.
- C. Cultural adjustments have been substituted for biological adaptations.

II. CULTURAL ORIGINS.

- A. Tertiary culture complexes.
 - 1. Food gatherers—hunting flesh-food the major interest.
 - 2. Probably unshaped stones and sticks for tools or weapons.
 - 3. War non-existent: fighting occasional for leadership or mating.
 - 4. Language and association.
 - a. Speech and gestures.
 - 5. The control of fire not yet discovered.
 - 6. Social life.
 - a. Family groupings—mother and children and mothers' brothers—small in number—forest life.
 - b. Hunting packs—precedence and leadership.
 - 7. Man gentle and cooperative—fear drove people to mutual dependence.
 - 8. Beliefs animistic—based on fears of more powerful forces, natural or animal.
 - 9. Simple deferences and understandings which become customs but principally tabus.
 - 10. Property of very elementary kinds.
 - 11. Recreation—feasts following successful hunts—child play imitating adult practices.

III. CULTURE DEVELOPMENTS OF THE FOOD GATHERERS.

- A. Lower Paleolithic levels.
 - 1. *Pre-Chellean* evidences.
 - 2. *Chellean* culture and life.
 - 3. *Acheulean* level—a transition phase.
 - a. Positive evidences of the use of fire.

4. *Mousterian* life—the flowering of this culture *continuum*.

a. Achievement of the culture pattern as it is today.

B. Upper Paleolithic levels.

1. The *Aurignacian* culture revolution in Europe.2. The *Solutrean* culture invasion probably from Egypt.3. The *Magdalenian* culture epoch.

a. The maximum development of Cro-Magnon Art.

4. *Azilian-Tardenoisian* culture degeneration.

a. Fishing complex—bone implements.

b. Formalization of decorative art.

C. Neolithic culture characteristics.

D. The rise of civilization.

1. Transition to food production in Egypt.

2. The Egyptian culture complex of earliest history.

a. Maintenance practices.

b. Social organization.

3. Gold hunting and the spread of Egyptian culture.

IV. THE MIND OF PRIMITIVE MAN.

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1. Chapin, F. S. *Social Evolution*. 1917. Chap. IV (Association).
2. Perry, W. J. *The Growth of Civilization*. Chap. I-III (The Food-Gathering Stage of Culture; The Origin of Civilization).
3. Read, C. *The Origin of Man*. Chap. II (Mental Differentiation). Argues that the hunting of flesh-foods accounts for differentiations into higher types.

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6. Robinson, J. H. *The Mind in the Making*. Pt. III (Our Animal Heritage. The Nature of Civilization).
7. Thompson, J. A. *What is Man?* Chap. IV (Beginning of Civilization).

QUERIES

1. What were man's differences from anthropoid apes that enabled him to achieve the life he now lives?
2. Why has man added no biological mechanisms of adjustments in the last 100,000 years or more?

3. What were the chief characteristics of the culture of Tertiary or very early man?
4. Trace briefly but separately the development of culture in the lower and in the upper Paleolithic periods.
5. How early were the main elements of man's culture achieved?
6. When did the food-producing technique first replace food-gathering and why there?
7. How can you account for the world-wide spread of Egyptian culture traits?
8. What evidences can you offer to show that primitive peoples are as capable as peoples with a highly enriched and complex culture?
9. How can you account for the differences between people who live in New York City and African Bantus, if not on a basis of inborn and racial inferiority?

CHAPTER 7

PRIMITIVE SOCIETY

THE FAMILY AND SIB

- I. INTRODUCTION: THE METHOD OF STUDY OF PRIMITIVE GROUPS.
- II. THE PRIMITIVE FAMILY—BASED ON KINSHIP.
 - A. Marriage practices.
 1. Marriage limitations.
 - a. Incest, exogamy, endogamy.
 2. Methods of marriage.
 - a. Exchange, sororate, levirate, purchase, capture, elopement, preferential mating or relationship marriage.
 3. Types of marriage.
 - a. Monogamy, polygamy, polyandry, polygyny, group marriage, *anagamy*.¹
 - B. Family membership.
 1. General characteristics.
 - a. Earliest type—matriarchy, metronymy, patronomy, matrilineal, patrilineal.
 - b. Definition of family—parents and children.
 - c. Bilateral kin group—a self-sufficient economic aggregate.
 2. Stability of family group.
 - a. Divorce and its exploitation.
 3. Residence matrilineal and patrilocal—effects on prestige of family members.
 - C. The sib—a unilateral kinship group.
 1. Characteristics.
 - a. Basis of membership is birth or adoption.
 - b. Permanent and inclusive.
 - c. Generally exogamous.
 - d. Function for mutual aid, care of property, ritual and ceremony.
 - e. Changeable social unit.
 - (1) Linked with plants or animals with prescribed attitude or without such.
 - (2) A local or non-local unit.
 - (3) Political or non-political.

¹ Without marriage. For further explanation of this term see Kulp, D. H., *Country Life in South China*, pp. 182-84.

2. Origin of sib.
 - a. The family is prior to the sib.
 - b. Selected kin for transmission of property-rights and the mode of residence after marriage.
3. Types of sibs.
 - a. Mother sibs—the avunculate.
 - b. Father sibs.
 - c. No fixed succession.
 - d. Status of members.
 - (1) Children—education and initiation.
 - (2) Privileges based on sex—variety of practice.
 - (a) Position and authority of men.
 - (b) Status of woman—relatively high.
 - x. Woman's share in primitive culture.
 - (3) Division of labor—conventional not sex distinction.
 - e. The "kin-wrecked."
 - (1) Wanderers, slaves, captives, ends of lines of descent.

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QUERIES

1. Why did primitive peoples practice exogamy; when endogamy? Do the natural or biological causes seem more important than the conventional?

2. How do you account for the existence of monogamy from earliest times? Why were there few cases of anagamy in primitive groups?
3. Generally did divorce practices favor men or women?
4. How do you account for the disappearance of the sib?
5. What were some of women's principal contributions to culture?
6. Show how primitive division of labor between men and women is conventional and not based on sex.
7. In primitive groups what happened to a man who was family-less?

NAMES OF PRIMITIVE TRIBES AND THEIR LOCATION

(IN THE ORDER OF THEIR APPEARANCE IN THE DISCUSSION)

Blackfoot—Montana.	Hopi—Southwest U. S.
Shuswap—British Columbia—S. W. Canada	Kikuyu—Africa
Thompson River—British Columbia	Masai—E. Africa
Nez Percé—Idaho	Wahuma — Bahama Islands, E. Africa
Paviotso—Nevada	Tibetans—Central Asia
Emu—Australia	Bororo, Mato Grosso—Brazil, S. America
Tsimshian—British Columbia	Pueblo—S. W. United States
Tarharol {	Hupa—United States
Trevaliol } Todas—South India	Yukaghir—N. E. Siberia
Kariera—W. Australia	Bantu—Central Africa
Kirgiz—S. W. Siberia	Hottentot — Cape Colony, S. W. Africa
Ho-A Ewe Tribe—Togoland, W. Africa	Mohegan—New York State
Kai—Papuan of New Guinea, South Sea Islands	Khasi—Assam
Thonga—South Africa	Iroquois—N. E. United States
Hidatsa—North Dakota	Herero } Bantu—Central Africa
Tlingit—South Dakota	Ovambo }
Koryak—N. E. Siberia	Chukchi—E. Siberia
Arawak—British Guiana	Ifugao—Philippine Islands
Plains Indians—Great Plains of U. S.	Uganda { Africa
Athabascans — Mackenzie River, B. C.	Dahomi }
Eskimo—W. Hudson Bay	Samoa—Pacific Islands
Crow Indians—(Great Plains) U. S.	Baining—Melanesia, Gazelle Peninsula (New Caledonia)
Fiji—Melanesia, South Sea Islands	Kaffir—Africa
Vedda—India	Igorrotes—Philippine Islands
Zuni—Southwest U. S.	Naga—India
	Dravidian—India

CHAPTER 8

PROPERTY AND POLITY

I. PRIMITIVE PROPERTY PRACTICES.

A. Collectivistic and individualistic, non-communistic.

1. Collective ownership by
 - a. A family, a club, an association, a sib, or a pair of partners.
2. Generous sharing of the necessities of life—hospitality.
3. Sharing of captured booty to escape reputation for selfishness—(Crow Indians).
4. Retention of certain goods as private property while sharing others.

B. Land ownership—variable according to predominant occupation, to polity and to chieftaincy.

1. Hunters: American Indians and Veddas regarded hunting grounds as private property of families or tribes and inherited them patrilineally.
2. Pastorals; much communistic use of pasturage (Masai, Toda, Hottentot, Kirghiz), communistic in one season and individualistic in another—private ownership of stock.
3. Tillers: a variety of systems depending upon inheritance and group polity.
 - a. Held by heir for welfare of all (Hopi and Ewe).
 - b. Household ownership (Hidatsa and Ifugao).
 - c. Communal ownership (Peru).
 - d. Individual ownership (Zuni, Torres Straits).
 - (1) Owned by king (Thonga), cultivators as tenants—or by castes (Marshall Islands).
 - (2) Feudal system of land grants (Uganda and Dahomi).
 - (3) Tribe and village public ownership.
 - (4) Landless chiefs (Melanesia).

4. Titles were transferred by

- a. Sale, conquest, inheritance, pawn, squatting (Ifugao).

C. Chattel possession is generally personal and private.

1. Manufactured products through effort or use—individual.
2. Live-stock—individual (Masai).

D. Intangible property—generally private, some collective.

1. Patents, songs (Andaman Islands), magic formulas (Koryaks), legends, poems, carvings, personal names, ceremonies, fetishes, memberships, decorative designs.

E. Disposition of property at death—different forms for different kinds of property.

1. Destroyed or buried with the person.
2. Products of one sex given to those of the same sex nearest.
3. Primogeniture rare.
4. Collateral inheritance.
5. Junior right (Todas)—support of parents when elder son departs.

II. PRIMITIVE POLITY—LEGISLATIVE, EXECUTIVE, JUDICIAL FUNCTIONS ARE OFTEN MERGED.

A. Customary law—violations severely punished.

B. Gerontocracy—council of elders with chairman (Dieri).

1. Decide peace or war, reception of strangers, shifting of camps, punishment of incest, prevention of brawls.

C. Divine princes (Polynesia).

1. Both priest and judge and prerogative of taboo.

D. Parliament—chief, aristocracy, landowners (Samoa)—speech from the floor, ruler chosen by members.

E. Timocracy—secret societies (Baining).

F. Monarchy—kind by choice or inheritance, councillors who are king's kinsmen, assembly, army leaders, diplomatic staff, district magistrates, courtiers, court jester (Africa).

G. Individual freedom (Kai).

H. Democracy (American Indians), absence of central authority.

I. Origin of political groups to be found not merely in kin group but also in associations, territorial groups, clubs, age-classes, secret organizations.

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QUERIES

1. How does primitive collectivistic ownership differ from communistic possession? How prevalent was communism?

2. What reasons can you give for the fact that land ownership varied according to chieftaincy, polity, occupation?

3. What was the basis of the communism so far as it was found in primitive groups?

4. What was the principle that was the foundation of private property in chattels and in intangibles?
5. What is collateral inheritance? Junior right?
6. What was the social origin of primitive polity?
7. Can stages of political development through which societies passed be traced out with reasonable regularity?
8. What were the fundamental contrasts in polity between Polynesia, Africa and American Indians?
9. Are there any instances of timocracy to be found in modern society?
10. Criticise: The origin of polity as it is found in the modern state is to be discovered in the primitive clan organization.

CHAPTER 9

PRIMITIVE RELIGION

- I. EVIDENCES OF ELEMENTS OF RELIGION IN PALEOLITHIC TIMES.
 - A. Neanderthal burials.
 - B. Cro-Magnon—art and burial.
- II. PRIMITIVE RELIGIOUS FUNDAMENT.
 - A. Group solidarity—customs—emotion.
 - B. *Mana*, "It," Mysterious Power, The Great Awful, *Orenda*, *Wokenda*, *Manitou*.
 1. Sanctity—the fearful and effective—taboo—the fetish, a credential.
 - a. The mana of man—impersonal.
 - b. The mana of nature—thunder, sun, animals, stones, etc.
 - c. Unity of universe—man and nature one.
 2. Magic—manipulation of "It," *Mana*—control to constrain or coerce.
 - a. Sympathetic magic—contiguous ideas—the image.
 - b. Imitative magic—similar ideas—the effigy.
 - c. The medicine man.
 3. Characteristics of mana of persons or nature.
 - a. Impersonal, awful, vague, effective, powerful, good or evil, distinctive, particular or general, mysterious, unformulated, all-pervading, cosmic—interpretation based upon the feelings of the person.
 - C. Animism or spiritism—more specific and definite.
 1. Fetish worship, trees, stones, teeth, etc., the god.
 2. Shamanism and the shaman.
 3. Ghosts, dreams, echoes, shadows, etc.
- III. ANALYSIS OF RELIGIOUS FUNDAMENT.
 - A. The senses as sources of religion.
 1. The defining senses.
 - a. Taste, temperature, pressure, smell, sight, hearing.
 2. The interpreting or "intimate" senses.
 - a. Pain, equilibrium, kinesthetic, organic.
 - B. The psychological basis in curiosity and fear.
 1. The wish for security and the wish for dominance—exhilaration; magic and ceremonial—representation of collective emotion, myth and theology.
 - C. The sociological basis in group solidarity.
 1. Custom, group sanction, collective emotion projected into the universe, ritual.

D. Fundamental group attitude toward people, objects and events.

IV. MODERN OUTGROWTHS OF THE RELIGIOUS FUNDAMENT.

A. Magic (control) becomes

1. Ritual and ceremonial (sentiment)—group catharsis expression—exhilaration and inspiration.
2. Prayer (sentiment) propitiation and inspiration.
3. Science (intellect)—conscious adaptation to environment.

B. Medicine man becomes

1. Priest, preacher, prophet, etc.—leader.
2. Physician—the professional—the expert.

C. Myth becomes

1. Theology—explanation.
2. Creeds—standards—values—direction of behavior.

D. "It" becomes

1. Idols.
2. The God of various religious systems.

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4. Lowie, R. H. *Primitive Religion*.
5. Read, C. *The Origin of Man*. Chap. III (Belief and Superstition); Chap. IV (Magic); Chap. V (Animism); Chap. VI (Magic and Animism).
6. Ward, L. F. *Glimpses of the Cosmos*. Vol. VI, 9-32 (The Essential Nature of Religion).

QUERIES

1. How do authorities explain the mural decorations in the deep caves in France?
2. Do you think that the burial of Neanderthals in any way indicates religious experiences?
3. What was probably the earliest effective religious concept?
4. Why is magic so closely connected with religion? How does it differ from religion?

5. How can you account for the close relation between religion and morals?
6. How did primitive religion possess biological survival value for the group practicing it?
7. Name several social benefits of Shamanism.
8. What are some of the modern outgrowths of primitive religious practices and beliefs?
9. What is religion?

CHAPTER 10

JUSTICE, ASSOCIATIONS, VALUES

I. JUSTICE.

A. Kinship and justice.

1. Preponderance of penal over civil law.
 - a. Personal relations regulated by status practices.
 - b. Property inherited according to custom in kin group.
 - c. Absence of contracts.
2. Obedience to customary law is high.
 - a. Relatives are effective censors of conduct.
 - b. Breaking customs are often offenses against unseen power.
 - (1) Broken taboo unconfessed atoned by death (Eskimo).
3. Nature of offenses against group solidarity.
 - a. Not so much crimes against state as wrongs against kin.
 - (1) Collective responsibility.
 - (2) Collective punishment.
 - (3) Dual standards of morality.
 - (4) Prevention of inter-group strife.

B. Notions involved in justice procedure.

1. Criminal intent discriminated—voluntary and involuntary acts, accident and carelessness.
2. Homicide is offense against the chief (Ifugao, Kaffir).
3. Accident or injury compensation—traditional tariff schedule.
 - a. Class distinctions are recognized.
4. Evidence—oaths, ordeals, magico-religious methods.
5. Above offenses to kin are crimes against territorial community.

C. Types of punishment.

1. Fines, death, public singing contest (Eskimo), plundering house of offender (Samoa), torture, poison, exposure.

D. Types of offenses.

1. Thefts, murder, adultery, injury, affront to strangers, sorcery, breaking taboo.

E. Administration of justice.

1. Husband or father, group head or chief, tribal council, group as whole (Ifugao reprisal), individual usually nearest relative (Eskimo, Plains Indians), orderly procedure in constituted tribunals or courts (Africa), cross examination, test, charge and defense, judges, commutation of sentence.

II. ASSOCIATIONS

A. Social stratification.

1. Age, sex, marital status, group membership, secret fraternities, rank, wealth.
2. These associational groups are of great importance in primitive society.
3. Natural division of a primitive group.
 - a. Sex—women's occupation more individual—men excluded women—men and women segregated or associated on a basis of equality.
 - b. Age—parent and child, older and younger members.
4. Artificial classes.
 - a. Bachelors and the men's house-clubs, either ceremonial or convivial—spinsters (Igorrotes, Naga, Dravidian).
 - b. Secret societies function for
 - (1) Subjection of women and children, protection of property.

B. Types of associations—Plains Indians—qualifications vary.

1. Two unrelated friends.
2. Based on common supernatural experiences—visions.
3. Dance organizations.
4. Military societies—some free, some by purchase.
5. Societies dependent on payments.
6. Women's craft guilds.
7. Age groups—not necessarily predominant or fundamental.

III. PRIMITIVE SOCIAL VALUES.

A. Characteristics—varied according to peoples—determined the acceptability of personal skill.

B. Types.

1. Bravery—foolhardiness.
2. Liberality.
3. Female chastity.
4. Female skill in craftsmanship.
5. Wealth.
6. Aptitudes for religious experiences.
7. Festivals.
8. Dexterity in the provision of food.
9. Noble descent.
10. Titles.
11. Honors—incorporeal property.

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QUERIES

1. In the absence of central authority what was the judicial body?
2. In what is to be found the origin of law? Does this type of law exist to-day?
3. How did religion in primitive groups reinforce justicial practice?
4. How can you explain and account for the notion of collective responsibility?
5. Was primitive justice crude and unorganized?
6. Were all primitive groups equally advanced in the administration of justice?
7. Why did a group punish one of its own members if he had wrongfully killed a man in a neighboring tribe?
8. Why were there so few crimes among primitive peoples? How does this contrast with the present?
9. What evidence for the beginnings of civism can be found in justicial practices?
10. How can you account for the high degree of modernity of African administration of justice?
11. What classes and groups were found in primitive societies? Were they all based on blood? What other bases were common?
12. What were some functions of primitive secret societies?

SAMPLE ORGANIC STUDY OF A PRIMITIVE TRIBE

"THE LOLOS OF WEST CHINA"¹

PHYSICAL ENVIRONMENT

"I shall briefly describe the physical character of the Lolo country. It occupies in the western part of the Province of Setchouen, a vast region entirely mountainous. It is a chaos of high ridges and narrow valleys, with some lower ridges and plateaus cultivated to a certain extent with maize, buckwheat and oats, but used chiefly as natural pastures. There are some large tracts where excellent grasses grow, capable of nourishing large herds of horses, mules, sheep and goats. In the mountains there still

¹ Adapted from Legendre, A. F., *The Lolos of Kientchang, Western China*. Report of the Smithsonian Institution, 1911, pp. 569-86. By permission.

exist some beautiful forests, where oaks, birches and pines flourish, as well as the silver fir, which covers the summits. Up to 11,500 feet altitude there is a marvellous undergrowth of slender bamboos and rhododendrons, where hide a great variety of animals, bears, wild boars, wild goats, antelopes and deer.

OCCUPATION

"These people are chiefly hunters and herders. They have learned agriculture from the Sifan and the Chinese, but spend no more time and effort at it than is actually necessary for subsistence. What they love most is constantly to roam in pursuit of wild animals.

CLIMATE

"This beautiful mountain region is favored with an exceptional climate. For a great part of the year, particularly in autumn and winter, the sky is of a rare purity and clearness. Summer is very hot . . . but the humidity is low . . . We may therefore class the climate as subject to extremes of temperature, but at the same time decidedly dry, even too dry in the valleys below 5,000 feet.

HOUSES

"In his daily life the Lolo mountaineer leads a simple and frugal existence, content with his primitive shelter made of interlaced bamboo strips. The houses, made of rammed earth covered with fir planks, seen in certain districts, are copied from the Chinese style of construction, plainly deviating from the primitive huts.

"The chief feature of the Lolo hut is the hearth, located in the center of the room, made of three triangular-shaped stones inclosing a hole from 10 to 12 inches in diameter and 4 inches deep. At the side one often sees an elevation of three steps made of clay that look like shelves; but it is more than that. It is a sort of altar on which certain religious rites are performed, is the very sanctuary of the hearth, the sacred symbolic spot, after the fashion of the Greeks and the Romans, the consecrated place in the poor man's house where generations of ancestors have found their moral and physical being strengthened.

FOOD

"Around this hearth the Lolo eats his buckwheat or oaten cakes, boiled maize, or else some stewed meat that he eats when half cooked. He also cooks the maize in cakes under the cinders. Oatmeal is his principle food, that which he takes with him by choice when he goes forth as a warrior or to engage in a feud. He fills a little bag of goatskin with the meal, and when hungry he makes a ball of meal in the palm of his hand with water from a stream and eats it as it is . . . It is interesting to note in passing that the mountain herder disdains the milk from his cattle.

INTERIOR OF HOUSES

"I now return to their dwellings . . . There is but one room with a recess separated from the other portion by a half partition. This recess serves not only as an apartment for the household but also as a stable for the sheep when the tenant is too poor to build one outside the hut. There is really no furniture, neither table nor chair nor other seat, much less a cupboard or closet. The inmates squat on the ground around the hearth, which serves as the dining table by day and a place for sleep at night. There is no sort of bed in any form. I stated that there was no trace of cupboard or closet in the huts, for what good would they be? These poor Lolos have no need of a wardrobe. They carry all their clothing on their backs, and wear it as long as they can, rarely having a complete change . . .

"I have called the Lolo dwelling a hut and it is nothing more. Made of bamboo strips crossed and intertwined or cut into ropes and plaits, it offers but a meager shelter against the cold, wind, or rain, and the pine strips that form the roof are joined so poorly that the daylight shows through the wide cracks. The posts and joists are merely trunks or branches of trees, not squared or even stripped of the bark. The joists are not selected for fitting to the posts as supports, but are roughly held in place by the forked heads of the posts. You notice also that the rafters are not mortised but are merely crossed and fastened by bamboo binders. The tie-beams are fastened in the same way. The ridge, nothing more than the mere laying together of some narrow strips, is covered with a bamboo mat extending down about 18 inches on each side of the roof.

WEAVING

"At Bolo I first observed how the Lolos weave their mantles and their leggings. I asked the chief's daughter, who had charge of this kind of work, to show me the implements for spinning and weaving. The spindle was a thin rod with a little disk in the center serving as a grasp for the fingers. One of the ends of the spindle was lengthened with iron to a point for attaching the mass of wool. The thread that was made was very coarse. The loom consists of three or four rods or stretchers for intercrossing the threads and a large wooden plate or blade for the underweaving. It was the primitive of the primitives, without balancing apparatus, properly speaking, without 'harness' or 'comb.' The threads constituting the warp are brought together in a bundle at a stake driven in the ground.

PHYSICAL CHARACTERISTICS

"The Lolos are, as a whole, a vigorous and healthy race. Living as they do in the high mountains, where they are exposed to extremes of temperature, with mild days and icy nights, in miserable shelters, natural selection has played and still plays an important rôle in this group of humanity. The weak do not survive, they quickly disappear.

OUTDOOR LIFE

"Giving to their fields only the minimum of time needful, and being occupied mostly with their cattle and in hunting for wild animals, the Lolos practically pass all their lives outdoors. They leave home in the morning to return only at nightfall. The steep slopes of the mountains and the abrupt sides of the plateaus cut into deep ravines make walking very difficult, so that this people have acquired an extreme suppleness of muscles, the agility of a deer. So also their favorite habit of the raid and the feud, the circuitous tramp required, keep the men in constant activity, developing a vigor and endurance rare in any other race, even the most warlike on the earth.

METHOD OF WARFARE

"The Lolo has the audacity of his vigorous physique, of his superb vitality. Always in motion, always on the alert, ready to meet any surprise, nothing troubles the mind of this fearless fighter. What he loves most of all is to attack the hated Chinese. It is a wild guerilla attack, brutal and frightful, which makes every door fly open, leaving the enemy at his mercy without the shadow of defense.

MENTAL CHARACTERISTICS

"In fights with men of his own race, warriors of his own stamp, he shows a prudence equal to his courage. He displays all the astuteness, all the strategy, of the red man, which he resembles in many respects. He habitually steals his silent march and falls at night with the suddenness of lightning on the hostile clan. It is in a feud above all that he thus fearlessly acquits himself. In these feuds of tribe against tribe they often settle quarrels in pitched battle by broad daylight at some place chosen in advance.

"What the Lolo lacks in being a perfect warrior is not certain; it is not courage, nor ardor, for this race, says Father Martin, knows neither flight nor hiding before an enemy. This they do lack—perseverance, that will-power, that persistency of the white warrior, which leaves no respite to the enemy until he is overpowered.¹

"The Lolo is the same in peace as in war; he ignores continuity, laying aside too readily the task he has begun. Like a child he is changeable, fluctuating, a vagrant morally as well as physically. For him life is a jest, hard sometimes, very often bloody, but it is always play; he has no other conception of his destiny. Generous, even wasteful, when he can be, careless to our mind, nothing seems to fix his thought beyond the present hour; nothing fixes it unless it is his ardent hatred toward the sons of Han. His other enmities, personal or collective, although lively, even

¹ The student should note that both Father Martin and the author fail to discover that the real lack is one of numbers of people or population and adequate social organization which keeps people at war until the aim of the leaders is reached. Among white men, people would often stop fighting if they had a chance. Social organization in the form of political, police, and army control keeps them fighting when they lack the will-power. The defect of the Lolos is one, not of temperament, but of social organization due to the lack of a sufficiently large population.

ferocious sometimes, as in a feud, do not have the same tenacity; for with clans he makes truces, some agreements leading even to reconciliation. When fighting with the Chinese, however, there is no truce; this is a fight to the bitter end, a chronic raid; nothing can stop him² . . .

"Though the Lolo is terrible in his vengeance, he is altogether different in ordinary life. He is a valiant and loyal warrior who fights for the pleasure of fighting, but always respects his wounded or captive enemy.

SLAVES

"The Lolo owns some slaves, but he rarely treats them cruelly. On the contrary, he is kind to them, gives them fields to cultivate, is content with small rent, and finds wives and husbands for them in the tribe. He even gives them wide liberty on condition that they do not strive to abuse it.

TREATMENT OF DEPENDENTS

"He exhibits his unselfishness most of all in his treatment of the feeble, the disinherited ones of the tribe, women, children, lepers. All of these beings are loved, succored, and never do they try to get rid of them. This warrior, so fierce in his vengeance, is full of compassion for these suffering ones, and he aids them to the limit of his resources.

RELIABILITY OF CHARACTER

"He is likewise a man of good faith, who is anxious to keep his engagements. If he has given you his word, he holds to it to the end, even if some direct interest, some serious motives, should at any time arise to shatter his first resolution . . .

FAMILY: RELATIONS OF MEMBERS

"The members of the Lolotte family are generally closely united. You find a true affection in the absolute equality of its parts. The wife is never such a slave as is nearly always the case among the Chinese; on the contrary, she is loved altogether as a woman and not at all as the perpetuator of the ancestral cult. Loved for herself, the true, intimate, and social companion of the husband, she always retains an individuality in the family, an acknowledged unity.

"The daughter-in-law is always tolerated if not loved; is never ill-treated like the daughters of Han. Children in their turn are much petted and caressed; the girls receive the same care and affection as the boys, and are never considered to be inferior as they are in China.

FAMILY ORGANIZATION

"From a social standpoint, the Lolotte family is well organized. It enjoys its own independence, forms a unit in the clan or the tribe, with

² The Lolo according to this statement and in contradistinction to that of the preceding paragraph possesses tenacity and continuity when there is sufficient reason for it. The social situation and tradition demand persistency against the Chinese but not against members of his own race.

no possibility of servitude or danger of absorption by the autocracy of a chief or a seignor. The husband is the unquestioned head of the family, the wife is a companion and highly respected counselor. The boy belongs first of all to the father, and next to the chief of the tribe, but not until, under the law of the clan, as a sacred warrior, he attains to manhood at 18 years of age.

EDUCATION

"The child receives only a physical education, with no school or pedagogic instruction whatever, even for the son of a grand seignor. It is very seldom that even a nobleman (*Os noir*) learns to read or write. They devote themselves to such exercises only in preparation for future sorcerer priests. The Lolo is in fact a very ignorant man who thinks only of running about the mountains with his pack of hounds and his herds, or practicing his skill with the bow or the lance for his daring adventures.

STATUS OF YOUTH

"The youth on the day when he becomes a sacred warrior is considered as of age. The young girl is free only at the date of her marriage, however late in life that may be. But she does not need this legal consecration to enjoy the largest liberty. She comes and goes, visits her distant friends, is absent for long periods without anyone's concern. She has all the right and authority to take care of herself and this care is completely devolved on her.

DESCENT

"Among the Lolos as among most peoples, it is the male line of descent that ranks first. Inheritance is thus transmitted to the son or in case there is no offspring to the nearest relation in the male line, never to daughters of females, not even to the mother or the wife.

MARRIAGE

"The Lolotte family is based on a formal union consecrated by the parents alone. There are certain traditions on the choice of the fiancé or fiancée which have nearly the force of law in all the tribes, one is that a young man should by preference seek his wife from his maternal grandmother's family although the young girl cannot make her choice in her own clan; the marriage is thus exogamous. The marriage consummated, the young wife returns to her family near her mother. So custom demands. She may remain there some days or weeks or months before returning to her husband's home. The wife is highly respected; if she is ill-treated she flees to her own home, and the husband is severely censured by all the clan, and if he pushes his companion to suicide he may pay for his brutality with his own life.

GOVERNMENT

"The constitution which governs the clans much resembles the old feudal system of Europe. The tribe is ruled by a seignor, who has his vassals and serfs paying him rent and compulsory service. Each vassal is further required to furnish in time of war a certain number of armed men, the number being determined in advance . . . The serfs enjoy a liberty that in the Middle Ages was never known by Europeans . . . Feudal power is hereditary; election in any degree does not exist.

SOCIAL CLASSES—CASTE

"Socially, the different members of a clan are divided into three classes or castes: (1) The *He Y* (*Os noirs*), which represents the aristocracy; (2) the *Os blancs* or middle class; (3) the slaves. The *Os blanc* remains such through centuries and the slave can never attain his freedom. As to the *He Y*, there is no social decadence possible for him, he can never fall into the middle class. It is proper to add that a marriage under any circumstances can effect no change in caste.

CRIME AND PUNISHMENT

"There is no written criminal code any more than there is a civil one. It is tradition, custom, certain ancestral decisions that hold the place and the authority of law. It is a primitive form of justice, yet dignified and equitable. If perchance a petty theft is committed, it is amicably arranged, but restitution is obligatory. If it is repeated and a serious falling out is caused between two or more families, the culprit is imprisoned by order of the seignor. If he will not mend his ways but becomes a menace to the peace of the clan, he is drowned in a mountain torrent.

"Murder for robbery or personal vengeance is almost unknown. When a murder has been committed, the criminal is hung as soon as possible. If not, he is buried alive in the forest, or, fastened to a tree in a solitary place, he dies from starvation or from the teeth of wild beasts. Some tribes inflict punishment by fire, each carrying his fire log to the place appointed for the execution.

PROPERTY

"A ruling principle in the property system is that the products of the soil belong to the one who cultivates the land and not to the chief of the clan, though some contracts are made for renting and farming with return in natural products.

"The vast expanses, stretches of forest land, are by no means owned by the seignor, but they are the property of the clan as a community.

CIVIL LAW

"In the case of civil liberty, as in others, there is no written law; it is tradition which continues to have the force of law. In business transactions

of all kinds there is no other guaranty than that of the pledged word of mouth. There is used, however, in the case of the employer, under certain circumstances, a stick cut with a series of notches and split through the notches from end to end, like a tally stick. Each of the contracting parties takes one half of the stick; if a dispute arises, they place the two pieces together and the one disloyal is readily revealed.

RELIGION

"The Lolo religion is based on a belief in spirits, beings immaterial, good and bad. He seldom thinks about the good spirits, even ignores them, but the evil spirits, on the contrary, to which misfortunes and maladies of all forms are attributed, become objects of solicitations, of formal supplications by the sorcerer priests. . . . The Lolo fully recognizes a sovereign God, omnipotent, Creator of all things, but he has not thought of building a temple to Him, nor of worshipping Him under any image whatever. For this God and the series of good and evil spirits there is only an official, the sorcerer of the tribe, whose rôle is limited to the practice of certain rites and the rendering of oracles . . . The sorcerer priest is also a healer. . . . In serious cases, when the adjurations have no effect, a sacrifice is made . . . the kind of animal to be offered is determined by an examination of the cracks made by fire in the shoulder blade of a goat or sheep. . . .

"In religious matters, the Lolo's mind presents two characteristics in strange opposition. There is not only a primitive belief in the direct intervention of spirits as agent of all their misfortunes, even of sickness, but on the other hand, there is that skepticism of ancient civilizations which disdains to give alms to the deities by prayer or to erect temples or altars, or to prostrate or humiliate themselves; they despise fetishes and incense.

"Every Lolo is possessed of a soul, a living and active though immaterial substance, impalpable, and invisible. . . . If it has broken no sacred law, it remains in a condition of transitory rest, not really happy, but without joy, without positive happiness. It will expire, on the contrary, if it has done evil or violated the precepts of the traditional morals of its race. . . .

TRADITIONS OF ORIGIN

"Father Martin gives the following versions of the origin of the first Lolo:

"(1) In very ancient times a man fell from the sky to the earth; he was naked. Then there fell another man and a woman and these two were married. The legend is silent as to what became of the first man. Then the herb 'jegu' grew, then ferns. Soon there were born a bear and an ape. Thus was made the human race, for the bear, man, and the monkey are of the same nature.

"(2) Man appeared on the earth, and there was born from him the bear and the monkey.

"(3) First fell a white man, then a black man, then a red man; they had no clothes, but dressed themselves with leaves. These men remained a certain time, then disappeared. The sky then sent a couple that brought into the world two sons who, deprived of wives, could naturally not have posterity. Again the earth found itself without a single human representative. Then there came a new man, who also died without posterity. A woman appeared, a sort of harpy who remained childless. Finally there fell from the sky 'Omou' who left ten sons and daughters, and thus the entire earth was peopled.³

FUNERAL CUSTOMS

"In contrast with the Chinese, the Lolo of Kientchang has no cult for the dead, for the ancestors. . . . They burn the body in the foetal position and all is ended . . . And in the future no kind of religious rite will be rendered to the shades of the deceased; he has absolutely disappeared from the clan. . . .

ECONOMIC LIFE—NO POTTERY—BARTER

"Among the Lolos there is not a trace of native pottery . . .

"The Lolo, for commercial transactions, has no kind of native money. Though you may see some brass and silver coins, they are of Chinese origin. All he knows is to trade by direct exchange of merchandise, common barter.

"There are no weights and measures among the Lolos.

TRADES

"There are but few trades. The only definite ones are weavers, carpenters and blacksmiths.

SIMPLE DRESS

"Before the Chinese had influenced the aboriginal customs and effected commercial exchanges, the Lolo dressed in the simplest, most primitive fashion. The women's skirt, the men's trousers, were merely a piece of very coarse woollen cloth draped around the hips and reaching to the knees in numerous vertical folds. The costume was completed by the mantle . . . also made of a large piece of coarse cloth. . . .

POOR TRADESMEN

"The development of tradesmen amounts to little because of the scant needs of the people.

NO COMMERCE

"There are no merchants in the clans, properly speaking, nor shops. Each family supplies itself or receives from the seignor the material necessary for food and clothing. . . .

³ The Lolos have a deluge myth that takes two forms in the telling.

RICE FROM CHINA

"Did you know of rice before the advent of the Chinese? Was it cultivated by any of the tribes?" . . .

FIRE

"To make a fire did your ancestors have any method other than that now employed . . . that is, the flint?" 'No; they light the tinder, as you know, made from tops of the immortelle and other plants, by striking the flint with a piece of iron. Our ancestors never, like the Chinese, used colza or other oil for illumination.'

MODESTY

"The Lolo has a very high idea of that sentiment which we call modesty.⁴

RACIAL ORIGIN

"Some traditions place him as coming from Shensi . . . but it is very difficult to determine his racial origin. The existing types present some variations, some ethnic order, that indicate a very varied ancestry. There is an undoubted mixture even in the noble caste, the Os noirs, among whom you would search in vain to make out one well-defined race."

See also in this connection any one of the following in order to secure a clear notion that culture develops in complexes:

Fletcher, A. C. and La Flesche, F. *The Omaha*. Bureau of American Ethnology, 27th Annual Report, 1911.

Goldenweiser, A. A. *Early Civilization*. 1922, Pt. I (Early Civilizations Illustrated).

Holmes, J. H. *In Primitive Guinea*. 1924.

Russell, F. *The Pima Indians*. Bureau of American Ethnology, 26th Annual Report, 1906. (Well illustrated.)

Teit, J. *The Thompson Indians of British Columbia*. Memoirs, American Museum of Natural History, Vol. II, Pt. IV. 1900.

⁴The wife of a chief stopped a long and bitter feud by exposing her naked body to the two armies about to give battle and in shame the men dispersed.

CHAPTER 11

THE RISE OF CITIZENSHIP

- I. SOCIAL SYSTEMS AND MODES OF MAINTENANCE.
 - A. Woods and hunting—food-gathering.
 - B. Grasslands and herding—food-producing.
 - C. Plains, river bottoms and agriculture.
 - D. The rise of patriarchy.
- II. THE DOMINANCE OF THE BLOOD-BOND—FAMILISM.
 - A. Dual morality.
 - B. Familistic mutual aid, care of dependents, and punishment.
- III. COMMUNITY ASPECTS OF PRIMITIVE LIFE.
 - A. The territorial obligation.
 - 1. As in justice procedure for the avoidance of war.
 - 2. Federation of groups creating inter-blood-group obligations.
 - B. Mutual obligations of members of clubs and associations.
- IV. CREATION OF GROUPS OF NON-RELATED KIN-WRECKED PERSONS
THROUGH
 - A. Migrations and wars.
 - B. Disappearance of families.
 - C. Punishment by exile from blood-group.
- V. UPLAND MARAUDERS.
 - A. Life of kin-wrecked in uplands on mutual-aid or civistic basis.
 - B. The rise of natural leaders.
 - C. Robbing of wealthy food-producing groups such as the herders of the grasslands or the farmers of the plains.
 - D. Expeditions of war.
- VI. THE RISE OF THE CITY-STATE.
 - A. The early city—Rome.
 - 1. Familist groups at points of contact.
 - 2. Tradesmen, craftsmen, weapon suppliers.
 - 3. Professionals.
 - 4. Fighters.
 - 5. Citizenship by adoption.
 - B. The medieval city—an enlarged marauding group.
 - 1. The noble lord with his warriors—the upland retreat and the castle.
 - 2. The weapon and food suppliers.
 - 3. The tradesmen.
 - C. The modern city.
 - 1. Military expeditions.

2. Sale of privileges to wealthy townspeople,—tradesmen—for ready money.
3. The development of constitutions.
4. The establishment of citizenship on a basis of status, not of blood.
- D. The federation of cities and the foundation of large states.
 1. Leaders, professionals, fighters, suppliers, producers, dependents.

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4. Van Loon, H. *The Story of Mankind*.

QUERIES

1. What is the meaning of civism? Of citizenship?
2. Upon what did one's status depend in primitive societies? In modern societies?
3. What elementary forms of civism were to be found in primitive societies, if any?
4. Contrast modern civism with primitive familism.
5. How did people come to be kin-wrecked?
6. Why would they naturally group together?
7. What is a natural leader?
8. How could civic relations originate in a familist village?
9. Is civism preferable to familism? Why?
10. Is civism necessary in an acquisitive and exploitative type of social organization?
11. Would familism be preferable were society fundamentally organized for mutual-aid and service?
12. What are the chief defects in methods of teaching and the content of civics courses of education for civistic duties?
13. Of what value is it for the social worker to know the historical aspects of modern citizenship?
14. Name some prevalent fallacies concerning citizenship.

CHAPTER 12

OUR SOCIAL HERITAGE

I. THE MEANING OF CULTURE.

II. THE EURAMERICAN CULTURE COMPLEX.

III. THE UNIVERSAL PATTERN OF CULTURE.

"1. Speech.

a. Languages, writing systems, etc.

2. Material traits.

a. Food habits.

b. Shelter.

c. Transportation and travel.

d. Dress.

e. Utensils, tools, etc.

f. Weapons.

g. Occupations and industries.

3. Art. Carving, painting, drawing, music, etc.

4. Mythology and scientific knowledge.

5. Religious practices.

a. Ritualistic forms.

b. Treatment of the sick.

c. Treatment of the dead.

6. Family and social systems.

a. The forms of marriage.

b. Methods of reckoning relationship.

c. Inheritance.

d. Social control.

e. Sports and games.

7. Property.

a. Real and personal.

b. Standards of value and exchange.

c. Trade.

8. Government.

a. Political forms.

b. Judicial and legal procedures.

9. War."¹

IV. THE DEVELOPMENT OF CULTURE.

A. Invention—convergence.

B. Socialization—acculturation and inculcation.

¹ Wissler, C., *Man and Culture*, p. 74.

C. The spread of culture—natural and organized diffusion through contact.

1. War, trade and missionary activity, education.

V. THE DISTINCTIVE CULTURE AREAS OF THE WORLD.

A. Mesa culture—roundheads.

1. Agriculture and metal complexes.

B. Tundra culture—longheads.

1. Hunting and fighting complexes.

C. Jungle culture—negroids.

1. Food gathering complexes.

D. Such classification is greatly over-simplified and therefore very defective, but it is suggestive.

VI. OUTSTANDING CHARACTERISTICS OF CULTURE.

A. Cyclical evolution.

B. Cumulative continuity.

C. Expansiveness.

D. Adhesiveness—diffusion by complexes.

E. Primacy of material trait diffusion.

F. University.

G. The culture "lag."

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5. Williams, J. M. *Our Rural Heritage*.

QUERIES

1. Contrast the common meaning of "culture" with that of the ethnologist.
2. What are the traits of our culture that are common with Neanderthal culture and that are so essential that without them modern culture in America could not be possible?
3. If there is a universal pattern of culture, what becomes of the theory of racial superiority?
4. What types of inventions are most likely to persist?
5. What is the "cultural" explanation of war and missionary activity?
6. What is the relation between the great cultural areas and the areas of distinctive geographical characteristics?

7. How long do you think American culture is likely to continue?
8. What are the culture traits that would seem to threaten its persistence?
9. How do you explain the fact that immigrants into this country change their mode of dress before their language?
10. Why has Japan taken over Euramerican technology but not the family organization?
11. In terms of culture what is the function of education?
12. Why are courses in Practical Arts necessary in our schools?
13. The double function of teaching and research in universities has what effects upon culture?

OUR DEBT TO THE SAVAGE²

"Thus to students of the past the life of the old kings and priests seems with instruction. In it was summed up all that passed for wisdom when the world was young. It was the perfect pattern after which every man strove to shape his life; a faultless model constructed with rigorous accuracy upon the lines laid down by a barbarous philosophy. Crude and false as that philosophy may seem to us, it would be unjust to deny it the merit of logical consistency. Starting from a conception of the vital principle as a tiny being or soul existing in, but distinct and separable from, the living being, it deduces for the practical guidance of life a system of rules which in general hangs well together and forms a fairly complete and harmonious whole. The flaw—and it is a fatal one—of the system lies not in its reasoning, but in its premises; in its conception of the nature of life, not in any irrelevancy of the conclusions which it draws from that conception.

"But to stigmatise these premises as ridiculous because we can easily detect their falseness, would be ungrateful as well as unphilosophical. We stand upon the foundation reared by the generations that have gone before, and we can but dimly realise the painful and prolonged efforts which it has cost humanity to struggle up to the point, no very exalted one after all, which we have reached. Our gratitude is due to the nameless and forgotten toilers, whose patient thought and active exertions have largely made us what we are. The amount of new knowledge which one age, certainly which one man, can add to the common store is small, and it argues stupidity or dishonesty, besides ingratitude, to ignore the heap while vaunting the few grains which it may have been our privilege to add to it. There is indeed little danger at present of undervaluing the contributions which modern times and even classical antiquity have made to the general advancement of our race. But when we pass these limits, the case is different. Contempt and ridicule or abhorrence and denunciation are too often the only recognition vouchsafed to the savage and his ways. Yet of the benefactors whom we are bound thankfully to commemorate, many, perhaps most, were savages. For when all is said and done our resemblances to the savage are still far more numerous

² Frazer, J. G., *The Golden Bough*, Chap. XXIII, pp. 263f.

than our differences from him; and what we have in common with him, and deliberately retain as true and useful, we owe to our savage forefathers who slowly acquired by experience and transmitted to us by inheritance those seemingly fundamental ideas which we are apt to regard as original and intuitive. We are like heirs to a fortune which has been handed down for so many ages that the memory of those who built it up is lost, and its possessors for the time being regard it as having been an original and unalterable possession of their race since the beginning of the world. But reflection and enquiry should satisfy us that to our predecessors we are indebted for much of what we thought most our own, and that their errors were not wilful extravagances or the ravings of insanity, but simply hypothesis, justifiable as such at the time when they were propounded, but which a fuller experience has proved to be inadequate. It is only by the successive testing of hypotheses and rejection of the false that truth is at last elicited. After all, what we call truth is only the hypothesis which is found to work best. Therefore in reviewing the opinions and practices of ruder ages and races we shall do well to look with leniency upon their errors as inevitable slips made in the search for truth, and to give them the benefit of the indulgence which we ourselves may one day stand in need of: *cum excusatione itaque veteres audiendi sunt.*"

PART III

What are the elements of human nature?

How does personality develop?

CHAPTER 13

THE ORIGINAL NATURE OF MAN

- I. KNOWLEDGE OF THE ORIGINAL NATURE OF MAN HAS DEVELOPED THROUGH
 - A. Studies in animal behavior.
 - B. Studies in child psychology.
 - C. Studies in psychology, biology and sociology.
- II. FINDINGS OF SUB-HUMAN PSYCHOLOGY.
 - A. The old traditional explanations of animal behavior.
 - B. Influence of evolutionary theories.
 - 1. Mental unity between men and animals.
 - C. Animal equipment for adjustment to environment began in achievement of mobility.
 - 1. Senses, reflexes, integrated reactions, emotions, instincts, capacities, habits, thought or intellection.
 - 2. Differences between man and animals, one of degree mainly.
- III. STUDY OF INFANTS AND CHILDREN.
 - A. Researches by Watson.
 - 1. Neuro-muscular mechanism—irritability.
 - a. Glands, muscles. The central nervous system and the sympathetic system.
 - 2. Behavior of new-born child.
 - a. Sensory responses.
 - b. Reflexes.
 - c. Emotions—fear, joy and rage.
 - d. Instincts—a few heritable patterns and definite order of appearance.
 - e. Capacity for habitizing and thinking.
- IV. ORIGINAL NATURE AS RACIAL HABITS OR INHERITED EQUIPMENT FOR NEEDED ADJUSTMENTS.
 - A. The fallacy of universality in type of response.
 - 1. The universal culture-pattern.

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QUERIES

1. What correspondence exists between the anatomy of man and of animals? Between the neuro-muscular mechanisms of adjustment of man and of animal?
2. Is man's original nature in any way a product of culture?
3. Name two prevalent fallacies concerning man's original nature and show how they have registered themselves in wrong ideals or practices in education or social work.
4. Why does a social worker (the educator—teacher, administrator or supervisor—will henceforth be included under the term "social worker") need to possess accurate knowledge about man's original nature?
5. What is the difference between infant behavior and animal behavior?
6. What is a reflex, an instinct, an emotion, a habit?
7. What are the different sensory responses?
8. Name the principal glands of the body and indicate the function of particularly the ductless glands.
9. Criticise Thorndike's list of instincts.
10. Name two instinctive types of behavior among adults.
11. Biologically what is the function of the inherited responses? Illustrate.
12. At what age can a child think?
13. What phases of thinking are inborn or hereditary?
14. What are the original emotions? How do they operate in adults?
15. Should a child be free from all fear? If not, what types should be developed and how?
16. How can the nurse exploit fear? the teacher?

17. If the original emotions are found in new-born infants, what can you say as to their necessity?
18. Summarize what is included under original nature of man.
19. How much has man's O.N. changed in the last 500,000 years?
20. By what means can one's original nature be determined? Is the I.Q. a valid measure of innate capacity or intelligence? Or do we need an O.N.Q? (See in this connection: Dunham, F. L., "Mental Estimates," *Hospital Social Service*, 8: 74ff.
21. If the average I.Q. is 100, what is meant by zero?
22. In social case histories or records what facts about original nature and temperament should be included, and why?

CHAPTER 14

THE INHERITANCE OF ORIGINAL NATURE— EUGENICS

I. PRINCIPLES OF THE INHERITANCE OF ORIGINAL NATURE.

- A. The inheritance of independent unit-characters.
- B. The determiner.
- C. Continuity of the germ-plasm.
- D. 3 to 1 ratio in inheritance of unit-characters.

II. INHERITABLE TRAITS OF SOCIAL SIGNIFICANCE.

- A. Physical traits: hair-form and color, eye-form and color, skin color, height, deaf-mutism, tendency to respiratory troubles, etc.
- B. Mental traits:
 - 1. Mental incapacities.
 - a. Feeble-mindedness, epilepsy, temper, neuropathic tendencies, general nervousness, etc.
 - (1) Alcoholism.
 - (2) Pauperism—"Effie Juke."
 - (3) Sex immorality—"Bell Juke."
 - (4) Criminality—"Ada Juke."
 - b. Social costs of such inheritable traits.
 - c. Negative eugenics.
 - (1) The elimination of weak and undesirable strains.
 - (a) Marry abnormals or defectives with normals and strong strains.
 - (b) Prevent defectives from marrying into a neuropathic strain.
 - (c) Segregate defectives during period of reproductive-ness.
 - (d) Sterilize at least the most incapable ones.
 - 2. Ability and genius: scholars, inventors, statesmen and military men.
 - a. Elizabeth Tuttle and the Edwards descendants.
 - b. The Virginia "First Families"—Robert E. Lee.
 - c. The Kentucky aristocracy.
 - (1) Positive eugenics.
 - (a) The intermarriage of strong strains and the exclusion of weak strains.
- C. Criticism of eugenic possibilities and programs.
 - 1. Negative eugenics as the more hopeful line of advance.

- D. The relation of birth control to eugenics.
 - 1. Race suicide—the fallacy of race superiority.
 - 2. Family suicide—the fallacies of class superiority.
 - 3. Proliferation among the lower economic levels.
 - a. The need of knowledge of methods of contraception.

III. SELECTIVE INFLUENCES ON HEREDITY.

- A. Cases of isolation producing groups of known defect: Swan's Island, Me., feeble-mindedness; Western Martha's Vineyard, deaf-mute colony; Block Island, non-fecund; Hills of New York, dwarfs and cripples; criminals, feeble-minded and albino, Kentucky and Tennessee valleys.
- B. Social isolation—inbreeding of deaf mutes, of races, of religious sects of denominations as Jews or Catholics, criminal types.
- C. Migrations.
- D. Immigration.
- E. Occupations.
 - 1. The machine moron.
 - 2. The rural migrant to the city.
 - a. The changeling.
 - b. The failure.
 - 3. The maleficiary.
- F. War.

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QUERIES

1. Why does positive eugenics not present a hopeful program?
2. Would inbreeding of professional classes be wise?
3. What would be the bad effects of a policy of complete elimination of possessors of clearly proved undesirable strains?
4. What degree of correlation is there between biological defectiveness and social classifications?
5. What is the relation between heredity and any social program?
6. Does immigration threaten the quality of our original nature? If so, in what ways?
7. Why do statesmen oppose the dissemination of information on the use of contraceptives?
8. What is the effect of such opposition as you have discovered it in your field of work?
9. Is the native white of colonial ancestry being supplanted by new racial types today? By what people? Contrast as to capacity? What examples can you mention of immigrants who have clearly introduced strains of genius and unusual ability into the American stock?
10. Is the present immigration policy sound if checked by eugenics?
11. How does war exercise a selective influence on original nature?
12. It is maintained that civilization tends to extinguish its best stocks and impoverish its racial inheritance; and that intelligence—like time—devours its own offspring. In what ways does this seem to be true? In what ways untrue?
13. What is the present status of the sterilization laws? How do you account for this?

CHAPTER 15

DIFFERENCES IN ORIGINAL NATURE: INDIVIDUAL, SEX, RACIAL

I. INDIVIDUAL DIFFERENCES.

- A. Anthropology—the measurement of individual physical differences.
- B. Psychology and the measurement of mental variations.
- C. Temperamental differences—the will profile.
 1. Volitional preservation, co-ordination of impulses, interest in detail, motor inhibition, finality of judgment, resistance, reaction to contradiction, motor impulsion, speed of decision, flexibility, freedom from load, speed of movement.
 2. Types of mind and characteristic interest.¹
 - a. Kindergarten mind—food and sex.
 - b. Baseball mind—jazz.
 - c. Movie mind—newspaper and cross-word puzzle.
 - d. Ticker mind—radio and motoring.
 - e. Thinking mind—inquiry, books and magazines.

II. SEX DIFFERENCES.

- A. Physical differences.
- B. Mental differences.
- C. Prevalent fallacies concerning sex differences.
 1. Fallacy of male superiority.
 2. Fallacy of female incapacity for most male occupations and professions.

III. RACIAL DIFFERENCES.

- A. Physical differences.
- B. Mental variations.
- C. Fallacies of race prejudice.

IV. CONCLUSIONS.

- A. There is no proved correlation between race trait of a physical character and mental capacities.
- B. Differences between individuals of any group selected on a basis of a character or set of characters are greater than between groups so selected.
- C. Differences in groups do exist but are only in a minor way due to differences in original nature.
- D. Organic differences of sex show no proved correlation with mental capacity.

¹ These categories are not scientific for they are not mutually exclusive, but they are suggestive.

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4. Ellis, H. *Man and Woman*.
5. Gillman, J. M. "Statistics and Immigration." *American Journal of Sociology*, 30:29-48.
6. Thompson, H. B. *The Mental Traits of Sex*.
7. Thorndike, E. L. *Individuality*.
8. Woodworth, R. S. *Dynamic Psychology*. Chap. VI (The Factor of Originality).

QUERIES

1. How does social work take account of individual differences in original nature? Race differences?
2. How does politics take account of individual differences? Sex differences? Race differences?
3. How does education fail to take account of variabilities in original equipment?
4. Could there be social organization without individual differences?
5. Could team play be possible without individual differences?
6. How has the fallacy of equality, as it has become embedded in the concept of democracy, tended to create a jury system that perverts justice?
7. How does the modern use of the specialist and expert deny the theory of equality? What are the social effects of such denial?
8. Show how individual differences are involved in the formation of social classes. Are they the sole causes of classes in society?
9. What types of persons vary too greatly to be socially useful?
10. List some social results of sex differences.
11. How do race differences enter into the causation of war?
12. Name some vicious effects of the popular spread of the attitude of race superiority and show how it has become embedded in public policy and legislation.

13. If you explain European politics in terms of race, how do you account for the fact that in the United States the same peoples associate relatively satisfactorily?

14. Given physical race differentia, how can race prejudice be eliminated?

15. How do characteristics of any kind—physical or mental—distribute themselves throughout a population? In what ways, if any, should this fact affect national policy regarding the franchise?

16. Is there, relative to the total number involved in each case, more genius among the higher economic or social classes than among the lower?

17. What is meant by "affectivity score"? by "will profile"?

18. Would differences now measured by intelligence tests and referred to by I.Q. more accurately be called "E.Q.," "Experience Quotient"? Why?

19. Of what value is gland examination in the determination of temperament differences?

CHAPTER 16

SOCIETAL MECHANISMS OF CONTROL

I. THE GENERAL CHARACTER OF SOCIAL PRESSURE.

A. "Group ascendancy."

1. The control of the person by the group.

B. Culture stimuli and their suggestions for behavior.

1. Tradition and conventionality.

a. The definition of the social situation or problem.

(1) The immigrant colony.

II. MECHANISMS OF CONTROL.

A. Folkways or customs—mass activity—folk habits.

1. Social attitudes that determine the direction of social pressure

a. Preference for the familiar.

b. Group expectation.

B. Mores or institutions as rationalized habits.

1. Social sanctions that make customs into institutions.

a. Approval of results of mass habits.

b. Sanction of a particular mode of activity as the best method of securing the approved results.

C. Themistes or laws.

1. Institutions that have been buttressed by statute law.

a. Legal specifications for behavior.

b. Punishments for violations.

D. Organization and agencies.

1. Division of labor.

2. Definition of status.

3. Integration of authority.

E. Other societal behavior patterns embedded in the social milieu.

1. Ceremonials, myths, dogmas, creeds, standards, values, etc.

2. Public opinion or rationalized social attitudes.

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2. Park and Burgess. *Introduction to the Science of Sociology*. pp. 100-3 (Human Nature, Folkways and the Mores); pp. 137-42 (Tradition and Nationality); 785-854 (Social Control) or

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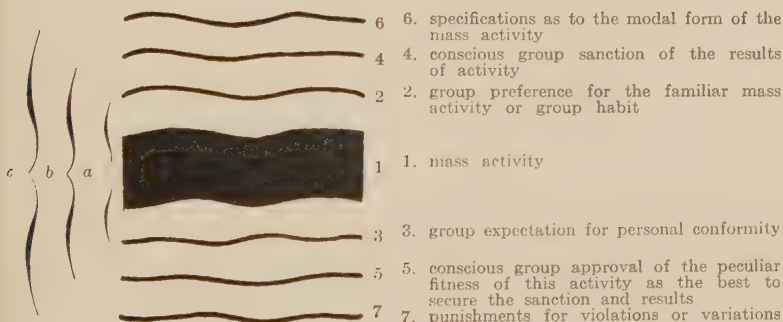
1. Coffin, J. H. *Personality in the Making*. Chap. VIII (The Social Soil); Chap. IX (The Socializing Agencies).
2. Cooley, C. H. *Social Organization*.
3. Hayes, E. C. *Introduction to Sociology*. pp. 339-430 (The Nature of Society).

QUERIES

1. How do punishments vary for violating customs? Institutions? Themistes?
2. Under what conditions are folkways raised to mores? Mores to Themistes?
3. Contrast the control of personal behavior through the cultural milieu of a child living on Riverside Drive near Grant's Tomb, a child on a farm in the open country, and one living in a city slum.
4. Why do people struggle against conventions? When do they?
5. List the principal social institutions in your community and indicate the organizations or agencies designed to carry out their functions.
6. What are group habits?

EXERCISE

Analyse in detail but separately a custom and an institution, specifying the activity and the concomitant attitudes generally described and using the diagram offered herewith.¹



a = folkways or customs

b = mores or institutions

c = themistes or laws and ordinances

¹ Adapted from E. C. Hayes, *Introduction to Sociology*, pp. 391, 406.

CHAPTER 17

HUMAN NATURE: THE GENESIS OF THE PERSON

I. THE NATURAL HISTORY OF THE SELF.

- A. The primary group and primary contacts.
- B. The reaction of an infant to such contacts.
- C. Activities of the child in early growth.
 - 1. Gross bodily movements.
 - 2. Manipulation of objects.
 - 3. Transfer of emotional states into objects.
 - 4. Identification of objects with emotional states.
 - 5. Objects as aspects of personality.
 - a. Conflict and the mergeance of the self.

II. PERSONALITY AND THE GROUP.

- A. The organism as personality.
- B. Personality as a complex of selves.
 - 1. Multiple personality.
 - 2. Unconscious complexes.
 - a. "Subject" systems.
 - b. "Chronological" systems.
 - c. "Mood" systems.
 - d. Place systems.
- C. Status or the rôle of a person in a group.
 - 1. The looking-glass self.
 - 2. Expansion and contraction of the social self—emotions and feelings.
- D. Personality as affected by group membership.
 - 1. The naïve self.
 - 2. The objective self.
 - 3. The "mirrored" self.
 - 4. The ideal self.

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- 2. Park and Burgess. *Introduction to the Science of Sociology*. pp. 79-88 (Man Not Born Human and the Natural Man from *The Biography of a Baby*); pp. 111-20 (Personality and the Social Self); pp. 98-100 (Human Nature and Its Remaking).

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8. Veblen, T. *Theory of the Leisure Class*. pp. 1-188. (Conspicuous Consumption).

EXERCISE

Analyse in detail an experience in which you felt your self expand; one in which it contracted.

QUERIES

1. Why do you like to show off?
2. What is the effect when your showing off does not get the results you hoped for?
3. What happens when people laugh at you? with you?
4. Which is of more use to society, the smile or the frown?
5. What would be the effect upon society if there were no real mirrors?
6. How do you account sociologically for the "vanity cases"?
7. What senses are predominantly involved in primary contacts? Are they the defining or interpreting senses?
8. How do emotional states become identified with objects?
9. Why is it wise to provide a child with playthings of its own?
10. How can you explain the peculiarities of the "only child"?
11. What are the effects upon young children of esthetic objects that belong to it, such as home surroundings, playthings, clothes, etc.?
12. What happens when a person loses status in his group or groups?
13. What is the difference between the mirrored self and the status or rôle of a person in a group?
14. How do you account for the development of multiple personality?
15. When people answer questionnaires, which self dominates? By what means can you get replies from the naïve self?
16. Why should the teacher think of the pupil as a person; the nurses think of the patient as a person; the social worker think of the client as a person?
17. In what might it be true that a person possesses as many selves as he belongs to groups? Or as he has friends?
18. What is personality? How does it differ from character? From the organism? From status?
19. How could it be true that you understand a person only when you understand his groups?
20. Do social case histories exhibit deliberate inclusion of group memberships of clients? Why not?

CHAPTER 18

THE WISHES AS SOCIAL FORCES

- I. EXPLANATIONS OF HUMAN BEHAVIOR.
 - A. The geographic interpretation of history.
 - B. The economic interpretation of history.
 - C. The "genius" theory of history.
 - D. The racial explanation of history.
 - E. The "culture" theory.
 - F. The psychological explanation of history.
 - 1. Instincts, impulses, inborn capacities.
 - G. The psycho-sociological explanation.
 - H. The bio-institutional theory of human behavior.
 - 1. The reaction-situation.
- II. THE CONCEPT OF SOCIAL FORCES.
 - A. Human behavior as pluralistic energy expression.
- III. SUGGESTED STATEMENTS OF SOCIAL FORCES.
 - A. Institutions, laws and organizations (Sumner).
 - B. Public opinion (Dicey).
 - C. Feelings (desires) (Ward) and sentiments (McDougall).
 - D. Ideas as social forces (Fouillée).
 - E. Interests (Small).
 - F. Instincts ("economic forces," "political forces") (Thorndike *et al.*).
 - G. Attitudes (Park).
 - H. Wishes and the wish-complex (Thomas).
 - 1. Wish for "new experience."
 - 2. Wish for "security."
 - 3. Wish for personal response ("personal recognition").
 - 4. Wish for dominance ("public recognition").
 - 5. A wish is the logical formulation of an imagined situation-reaction, an original tendency as modified by life in society.

REFERENCES

REQUESTED

- 1. Park and Burgess. *Introduction to the Science of Sociology*. Chap. VII (Social Forces).
- 2. Thomas, W. I. *The Unadjusted Girl*. pp. 1-40 (The Wishes).

SUGGESTED

- 1. Blackmar and Gillin. *Outlines of Sociology*. Chap. XVIII (Socializing Forces). (Should be read very critically.)
- 2. Kantor, J. R. "An Essay toward an Institutional Conception of Social

- Psychology." *American Journal of Sociology*, 27:611ff. (Rather difficult, but presents something of the newer method of explanation.)
3. Small, A. W. *General Sociology*. Chap. XIV, XXXI (Interests).
 4. Ward, L. F. *Pure Sociology*. Chap. XII (Classification of the Social Forces).

EXERCISE

Bring into class examples of each of the types of wishes, preferably culled from actual correspondence. Omit means of identification.

QUERIES

1. Why do people make choices?
2. How are these choices conditioned?
3. Do people "choose" in order to satisfy wishes or because they are compelled to by instincts?
4. Do people ever act from one wish alone?
5. Is Ward's "desire" the same as Thomas' "wish"?
6. In what sense is human behavior pluralistic? Wherein can it be considered as expression of energy? Is it physical, mental, or both?
7. Which of the various explanations of human behavior is the most complete and satisfactory? Why?
8. Are instincts data or hypotheses?
9. In what ways are "wishes" more scientific categories of explanation of the causation of human behavior than instincts?
10. What are attitudes? What relations do they hold to wishes?
11. What effects are produced upon persons by failure to satisfy any of the four types of wishes?
12. Are all habits initiated by wishes? By instincts?
13. Do children unable to talk have wishes?
14. In what ways are wishes social forces?
15. What argument can you offer to show that the wish is the best unit of investigation into human behavior?
16. What mistakes are made by social workers who think of behavior causation in terms of instincts? Teachers, nurses, social workers, hospital administrators, vocational guides, preachers, parole officers? In each case indicate what improvements could be effected by analyzing behavior in terms of attitudes or wish-complexes.
17. Can all instincts be dispensed with in the explanation of human behavior? When are they needed? When erroneous?
18. How would you classify sleeping, eating, reading a novel, depositing money in a bank, writing a love letter, competing in a football game? Are any of these simply organic or physical, unaffected by institutions?

CHAPTER 19

THE DEVELOPMENT OF A LIFE PURPOSE

- I. THE ORGANIZATION OF PERSONAL EXPERIENCE INTO A DOMINANT LIFE-SCHEME.
 - A. The societal mechanisms register control of the person by
 1. The imposition of the traditional values, norms, and behavior-patterns of the community which define personal behavior in specific situations.
 - a. Acculturation and inculcation.
 - (1) By education—The Great School—Society.
 - (2) School education.
 - (3) Special education.
 - (a) Apprenticeship, vocational training, etc.
 - (4) Americanization as an illustration of these several processes.
 2. The development of a conscience through personal acquisition of group attitudes and values.
 - a. Personal wish-complexes—attitudes.
 - b. Methods of dealing with wish-complexes.
 - (1) Reference of imagined results of behavior to a self or person.
 - (a) The interacting function of the several selves resulting in control of choices.
 - (b) The rôle of the emotions.
 - (2) Inhibition.
 - (a) The mechanism of the suppressed wish.
 - (3) Sublimation.
 - (4) Discarding.
 - (5) Expression.
 - (a) The approved wish.
 - (b) The escaped wish.
 - c. Emergence of dominant attitudes and values determined fundamentally by temperament and the character of the social milieu.
 - d. Organization of attitudes within themselves producing one or more life-purposes.
 - (1) The "Turning Points."
 - (2) Reaction patterns.
 - B. Adaptation of personal schemes to group schemes.

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4. Keller, Helen. *The Story of My Life*.
5. Lewisohn, L. *Upstream*.
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8. Swift, E. J. *Psychology and the Day's Work*. Chap. IX (Our Varying Selves).
9. Thomas and Znaniecki. *The Polish Peasant*. Vol. III, pp. 89ff. (Life-Record of an Immigrant).
10. Washington, Booker T. *Up from Slavery*.

EXERCISE

Draw a schematic graph of your life-purpose, indicating by specific labels what caused changes in the wishes from time to time. (See accompanying illustration).

QUERIES

1. What is the essential difference between a normal and an insane person?
2. Why did preachers in Colonial days frequently become intoxicated while to-day they are generally opposed to the consumption of intoxicating drinks?
3. What is conscience? Is there such a thing as conscience in general or consciences pertaining to membership and activity in specific groups?
4. How does a person acquire a conception of his rôle or status in a group?
5. Does his conception of his rôle serve his interests equally in all kinds of groups?

6. Why do certain wishes or attitudes become the persistent or dominant ones?

7. How would you explain the hypocrite?

8. What happens when someone offers you wine or cigarettes?

9. Why will a nurse not reveal the secrets of her profession?

10. What is the function of professional ethics? Of constitutions, rules, procedures?

11. May a person develop more than one life-purpose? Illustrate.

12. Postulate the personality characteristics of a youth twenty years old who belongs to the following groups: an immigrant Italian family; Catholic Church; a New York High School class in civics; a criminal gang; a dancing club; a local billiard club; Y.M.C.A.

13. Are the Italians quick to draw stilettos because they are inherently disposed to such behavior or because courage and dexterity in fight are national values?

14. Subtract the influences of laws, customs, social values, and what is left of racial differences?

15. Do national groups develop dominant social organizations that strive to attain dominant purposes? Illustrate.

16. In order to see how a person's conception of his rôle relates to personality, successively picture yourself how you would act if you suddenly waked up the following person: A hobo; a Catholic priest; a street car conductor; a policeman; a safe-breaker; a scrub-woman; a visiting nurse; a Sunday School teacher; an actress; a teacher.

17. Under ordinary conditions, why will a union carpenter not engage in plumbing or in painting even when he knows how?

18. When a person faces a crisis, does he act as he wishes or as the community prescribes: in case of fire; war; motor accident; drowning person; an insult to a woman?

19. What are the values to a person of having community definitions of crisis situations? What are the disadvantages?

20. Is it wise national policy to break up immigrant colonies? Were that done would delinquency increase? Explain.

21. Can personality dispense with conventionality?

CHAPTER 20

HABITS

I. THE DEVELOPMENT OF HABITS.

- A. Original responses.
 - 1. Specific reactions to specific situations.
- B. Wishes as originators of new forms of behavior.
 - 1. Absence of pure organic responses among all but very young infants.
- C. Societal response to personal behavior.
- D. Repetitive character of situations.
- E. "Satisfying"-ness of habit in
 - 1. Societal approval.
 - 2. Conformity to personal organization or life-purpose.
 - 3. Organic functioning—"readiness."
- F. The non-existence of "pure" habit.
 - 1. Dependent upon recurrence of cultural elements as stimuli.
 - 2. Dependent upon recurrence of factors conditioning original responses in personality.
 - 3. Changes in personality.

II. THE FUNCTION OF HABITS IN PERSONAL EXPERIENCE.

- A. Quick and successful adjustment for repetitive needs.
- B. Displaces instinct in the organic world, enabling new responses to complex and changing environment, limited only by innate capacities.
- C. Conserves energy and effort.
- D. Provides for a wider range of experience and achievement.
- E. Creates dependability and societal solidity.

III. SOME CONTRASTS BETWEEN HABITS AND WISHES.

- A. Habits are relative to a plural of factors with special reference; to the organic functioning of the neuro-muscular mechanism; wishes are also pluralistically caused but refer primarily to the interaction between the organism and the cultural milieu—socio-psychological.
- B. In personal growth habits appear before wishes.
- C. Wishes may initiate habits; habits condition the formulation of wishes.
- D. Wishes are conscious; habits generally have an unconscious character.
- E. The complex of habits gives character; of wishes, will; and of the two, personality.

- F. Habits establish personal and societal continuity; wishes, change.
 G. Both may be classified as attitudes; *habits* as *fixed attitudes*;
wishes as *new attitudes*.

IV. BOTH WISHES AND HABITS ARE EXPLAINED BEST IN BIO-INSTITUTIONAL TERMS.

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2. Park and Burgess. *Introduction to the Science of Sociology*. pp. 103-05 (Habit and Custom, the Individual and the General Will).

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5. Wallas, G. *The Great Society*. pp. 69-84 (Habit).
6. Watson, J. B. *Psychology*. 1924. Chap. VIII (Explicit Bodily Habits).

QUERIES

1. Why do people develop habits?
2. How do personal habits reflect culture?
3. What is will, character, personality?
4. Does "free-will" exist?
5. Why do psychologists and social workers agree that it is wise to change the environment of a persistent delinquent?
6. Why do some habits supplant others in a community?
7. What usually happens to those who attempt to change certain habits of a community? Why?
8. What types of societal habits are hardest to change?
9. What relation is there between habit and intelligence?
10. Which person is more likely to be characterized by habitistic behavior, the stay-at-home or the traveller? The shop-keeper or the salesman? The teacher or the county supervisor? The hospital nurse or the visiting nurse?
11. What is learning?
12. How does the "mirrored self" function in learning?
13. Could it be said that the "ideal self" is the sum of one's habits? Or the naïve self?
14. How is a new habit established in a person fifteen years of age, of normal qualities?
15. Of what use to social workers is a knowledge of habit? Of wishes? Of personality?

CHAPTER 21

THINKING AND ITS FUNCTION

I. INTRODUCTION.

- A. The fallacies of thinking.
- B. The cycle of readjustment.
 - 1. Activity.
 - 2. Inhibition.
 - 3. Analysis.
 - a. Sensation.
 - b. Perception.
 - c. Inference.
 - 4. Reconstructed activity.

II. CRISIS.

- A. Unthinking behavior.
 - 1. The operation of the naïve self.
 - 2. Habitistic behavior—immediate experience.
 - 3. The wishes securing satisfaction.
- B. Rationalisation.
- C. Existence of crisis.
 - 1. The insufficiency of habit under changed environment.
 - 2. The inability of environment to satisfy wishes.
 - a. Poverty of opportunity.
 - b. Conventional obstructions.
- D. Inhibition of personal overt behavior.
 - 1. The function of inhibition; the definition of the problem.

III. ANALYSIS OF THE SITUATION.

- A. The stolidity of reality.
- B. Fracturing of the real situation into assimilable parts.
- C. Perceptions.
 - 1. Discovery of the nature of external objects.
 - a. The percept—sense experience.
 - b. Words as congealed past experience dealing with these same objects.
 - c. Suggestions contained in the qualities of objects.
 - 2. Reference of suggestions to the self.
 - a. The self-maintenance technic.
 - (1) The interacting selves and their rôle.
 - b. The perception.
- D. Inference.
 - 1. The meaning of meaning.
- E. Definition of thinking.

IV. FUNCTION OF THINKING.

- A. Reconstructs activity.
- B. Secures adjustment.
- C. Establishes harmony.
- D. Initiates change.
- E. Creates new problems.

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1. Allport, F. H. *Social Psychology*. pp. 416-18 (The Social Character of the Individual's Thinking).
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7. Parkhurst, H. *Education on the Dalton Plan*.
8. Stevenson, J. A. *The Project Method of Teaching*.

QUERIES

1. When does a husband notice his food? Do these conditions have any relation to domestic success?
2. When does a group of people think collectively?
3. Is there such a thing as social consciousness?
4. How can it be developed? Is it always desirable?
5. If the tools for the definition of a problem are inadequate what readjustment can a person make?
6. How does the Americanization program attempt to provide immigrants with what tools?
7. How do clinics provide assistance in defining problems of people in maintaining physical efficiency?
8. What subjects in your school experience have provided you with the most and best tools for defining your problems? What have given you means of solving them?
9. Should school aims be cast primarily in terms of habits or thinking? Why?
10. Criticise educational objectives as you have them now in terms of this analysis of the nature of thinking.

11. Why do social agencies (probation, vocational adjustment bureau, girls' welfare league) need trained and expert workers? Why will intelligent, sympathetic and sensible people not suffice?

12. If the availability of resources in a situation is limited, how can a person readjust in a crisis? (For example: hunger, bread in shop window but no money in pocket.)

13. How does the Dalton Plan make use of crisis?

14. What is the project method? Is it sound from the point of view of social psychology?

15. Examine the following and criticise from the point of view of developing thinking as a technic of crisis-solution: Kulp, D. H., *Civics. An Inductive Study Socially Developed of the Elements of Community Welfare in China* (Edward Evans & Sons, Shanghai, 1923).

16. Contrast such a method with the textbook recitation method and state and explain your preference.

17. Why and in what ways does sickness in a family offer opportunity for personal and group improvement? Upon what factors does improvement rather than disorganization depend?

18. When are most people susceptible to conversion? Is it crisis-solution?

19. Under what conditions are folkways made into mores or Themistes?

20. Is it true that people generally do not think?

21. Analyze the methods of science and show how they are forms of extended and recorded thinking.

22. Why is thinking essentially social in its functions and its processes?

23. What part does the mirrored self play in thinking?

24. Why do people prefer to let others solve their problems? Do they depend upon experts or do they prefer to "muddle through"?

25. Why does democracy tend to level downwards?

26. Are elections evidences of collective thinking?

27. Do they indicate effective thinking? Explain.

28. Why is the thinker so often ostracised or martyred?

29. Explain: the leader occupies his position by virtue of his capacity to define the collective problem and suggest ways of solution.

CHAPTER 22

PERSONAL DISORGANIZATION: CONFLICT AND MISCONDUCT

I. CRISIS AND DISORGANIZATION OF PERSONALITY.

A. Mental effects of shock or prolonged strain.

1. The experiences of the child.
 - a. Punishments unadapted to child nature.
 - b. Imposition of fears.

B. Loss of norms.

1. Sudden changes in environment—shocks—release from norms.
 - a. Immigrants.
2. Loss of social status.
 - a. Failure to comply with community or group demands.
3. Recognition of being without status.
 - a. The migrant.
 - (1) The hobo.
 - b. The criminal.
4. Lack of advisors or guides.

II. MENTAL CONFLICT.

- A. Variability of standards established by groups.
- B. Complexity of values embodied in complex modern life.
- C. Personal reflection of diverging norms of behavior.
- D. Obsessions and psychoses.
- E. Psychic tension and catharsis.
 1. Tension situations.

III. MISCONDUCT.

- A. New and unusual experience associated with a certain type of behavior.
- B. Multiple attitude complexes.

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QUERIES

1. If crisis produces disorganization, how then advocate the project method in schools?
2. What kinds of crises, conditioned in what ways, tend to produce disorganization?
3. What is meant by personal disorganization?
4. Why do boys and girls run away from home?
5. How can society provide means for preventing personal disorganization?
6. Do the agencies not set up in the community—school court, clinic, probation office, visiting teachers, etc.,—employ the best means of preventing delinquency, maladjustment or disorganization? (Specifically consider.)
7. Under what conditions does mental conflict arise?
8. Why do people join groups so widely divergent in attitudes and values, i.e., practices and purposes?
9. How shall a person decide as to which groups he must devote his allegiance?
10. Show how a specific sickness may lead to the disorganization of personality.
11. In what way can the ordinary nurse aid for the prevention of such results?
12. How may home conditions create mental conflict?
13. Education in sex hygiene and parenthood tend to prevent mental conflicts of what kinds?
14. In what ways and in what situations can recreation prevent mental conflicts and personal disorganization?
15. Does city or country produce more delinquency? Why?

CHAPTER 23

PERSONAL DISORGANIZATION: INFERIORITY AND COMPENSATION

I. THE FEELING OF INFERIORITY.

A. Sources from which the feeling of inferiority arises.

1. Physical or organic defects or inabilities.

a. Hunchback, blindness, deafness, mutism, albinism, stuttering, short stature, disease injuries, accident injuries, mental incapacities, temper, muscular weakness, sterility, incompetency, etc.

(1) Reactions of other persons to those possessing defects.

(a) Horror as in the case of bodily mutilations or disease.

z. The leper colony.

(b) Pity as in the case of stuttering, nervousness, etc.

(c) Scorn as implied in the attitude of male superiority among men.

(2) Societal concepts and representations of abnormality.

(a) Categories for classification—implied attitudes.

z. The "nut," "cracked," and other nicknames and cartoons.

(b) Consideration and treatment.

2. Environmental crises.

a. Catastrophic causes of maladjustment.

(1) Fire, earthquakes, floods, epidemics, etc.

(2) Riots, strikes, wars, etc.

b. Economic insufficiency.

(1) Unemployment, industrial incapacity, insufficient income, regional poverty, etc.

c. Miscarriage of justice, political domination, religious fears, etc.

d. *Moretic* (mores) maladjustment.

(1) Changing personal norms and ideals.

(2) Social pressures and cultural lag.

II. COMPENSATORY EFFORT—THE WISH FOR DOMINANCE—FACT.

A. Ambition.

B. Health activities and physical culture.

1. Hospitals, clinics, asylums, gymnasiums, etc.

a. Artificial reconstructions, special and re-education.

C. Conflicts and struggles for power and control among people.

1. Craft and strategy.

D. Science, invention and technological development.

1. Distribution and socialization of fruits of invention.

III. PSYCHIC COMPENSATION—FICTITIOUS SATISFACTION.

A. Rationalisation.

1. Explanation by placing cause beyond personal control.

2. Justification and resignation.

B. Fictitious goal.

1. Substitution of an imaginary dominance for a practical one.

a. Artist, poet, inventor, dramatist, etc.

2. Substitution of a future dominance for a present one.

a. Immortality and heaven—*laissez-faire* social philosophy.

b. Procrastination—"Der Tag" of Marxian Socialists.

C. The masculine protest.

1. Feminism, the suffrage, economic independence of women.

IV. NEUROSIS.

A. Inferiority complexes.

1. Obsessions and psychic tensions.

B. Flight as catharsis.

1. The emigrant, the hobo, the traveller, I. W. W., the suicide, the absconder, the run-away boy or girl, the divorcée, nun, recluse, etc.

2. The classical and literary program of schools—classicists.

3. Esthetics.

a. Poets, musicians, painters, philosophers, litterateurs, dramatists, religious leaders, etc.

C. Retaliations and reprisals.

1. Criminals, thieves, murderers, jingoists and chauvinists, militarists, revolutionists, etc.

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QUERIES

1. What objective evidences can you list of the existence of the feeling of inferiority among people?
2. What is meant by personal catharsis? Illustrate.
3. Show how the theological notion of "vicarious salvation" is illumined by the notion of inferiority, tension and catharsis.
4. What would happen to people unable to get catharsis under the feeling of inferiority?
5. How does ambition arise from inferiority? When is it approved and when obnoxious?
6. Show how economic justice makes for personal health and enjoyment.
7. Why did the nations in the Great War try to justify their actions by publishing statements and explanations in the newspapers of the world?
8. Explain dreams as catharsis behavior, utilizing unconsciously the fictitious goal.
9. Can you show how much artistic achievement arises from day-dreaming?
10. Does the business man strive just for money or for escape from inferiority?
11. Show how a revolutionist is one who is compelled to his action. What justifies (if ever) a revolution?
12. What are the main items in a program for the prevention of personal disorganization as arising from the feeling of inferiority or the failure to satisfy the wish for dominance?

CHAPTER 24

SOCIAL ATTITUDES

I. THE NATURE OF ATTITUDES.

- A. The appreciation of a value.
- B. Tendency to react in relation to a value—socially learned behavior patterns.

II. TYPES OF ATTITUDES.

- A. Organic attitudes—temperamental attitudes—independent of social influences.
 - 1. Disgust, fear, rage, joy, hunger, etc.
- B. Cultural attitudes—character attitudes—habits—resultant of social influences.
 - 1. Wishes, appreciations, enjoyments, etc.
- C. Positive, negative, indifferent, attitudes towards values.
- D. Organization of social attitudes in laws, policies, agencies create nationality or collective personality.

III. SOCIAL ATTITUDES.

- A. Social attitude is an attitude common to a number of people.
- B. Types of significant social attitudes in the United States.
 - 1. Desire to secure financial wealth—dollaritis.
 - 2. Preference for property to people.
 - 3. Maintenance of suffrage.
 - 4. Superiority of the Nordic race.
 - 5. Belief in the finality of our cultural organization.
 - 6. Discounting of knowledge.
 - 7. Faith in legislation.
 - 8. Worship of education.
 - 9. Hunger for excitement—herding—jazzitis and motoritis.
 - 10. Discounting of fundamental freedoms.
 - 11. Tendency to boast ("boost" is a rationalization).
 - 12. Insistence upon international self-sufficiency.
 - 13. Disregard for religion (traditionally defined).
 - 14. Favoring the League of Nations.
 - 15. Indifference to health.
 - 16. Opposition to national unified control.

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QUERIES

1. What are the values corresponding to the attitudes indicated above in III?

2. Do these attitudes usually combine in complexes? If so, by using the numbers preceding each, combine those usually forming a complex. Place the central attitude first. (For example, 9, 11, 13, etc.)

3. What would be the scientific value to education and social work of developing a means of testing personal attitudes?

4. Is a social attitude a separate entity?

5. Contrast "instinct" with "social attitude."

6. Is a wish an attitude?

7. How can attitudes be discovered? (Political elections.)

8. Do new attitudes create new values or vice versa?

9. What is the value of differentiating between organic and cultural social-attitudes?

10. What happens to a value when people are indifferent to it?

11. Name some values once positive, now neutral; once negative, now positive.

12. Does legislation define social attitudes?

13. What happens when legislation diverges from social attitudes?

14. Are social attitudes general or are they attitudes for specific groups?

15. It is contended by some that sociology needs to take no account in practical investigation of original nature as human behavior expresses itself. Show how this might be accepted?

16. What is the unit of investigation for social psychology?

17. Can there be a scientific education until the technic of control of attitudes is achieved?

18. How does propaganda create social attitudes?

19. What is the difference between social attitudes and public opinion?

20. If you had to determine why a community does not support your educational program, for practical purposes, to know which of the following would be most valuable (number consecutively in the order of importance): Climatic changes; regional characteristics; machines for transportation; housing; church buildings; school buildings; streets; factories; income; clubs; associations; religious beliefs; immigrant groups, Russian Jews, Italians, Japanese; refusal to increase taxes; hatred for Jews and Negroes; a discounting of knowledge; exploiting politics; high interest in jazz-parties; intention to build a large golf-course.

21. If you were to determine the location of and activities within a large recreation center in an urban region, which do you consider of greater value: to discover attitudes of people in the vicinity of the proposed site, the groups of people and the complexes of attitudes characterizing such groups or—the traditional survey as indicated by any familiar city survey: Springfield, Illinois; Pittsburgh Survey; Providence Recreation Survey; etc.? Give reasons.

22. In discussing the development of rural life, authors (Groves, Lindemann and others) make much of "instincts" and "institutions." How can you discover the "instincts" of farmers? Would it be possible to study social attitudes of farmers objectively and immediately? How? How are social attitudes institutionalized in rural sections? Illustrate.

23. How would you organize a social-attitude test to find out why Italians do not attend a night school? Farmers break their cooperative contracts? Nurses do not actively support birth control? Teachers do not seek professional training?

24. Where would you hope to find examples of social attitudes and why: boys join the Boy Scouts; white children will not play with Negroes; fundamentalists quarrel with modernists; a city upholds an advanced educational program; why laborers hate employers; doctors are jealous of nurses' growing prestige and power; high school students are not interested in their studies; the United States failed to join the League of Nations; people join the Ku Klux Klan; the electorate chose "x" for president; nations go to war?

CHAPTER 25

TYPES OF PERSONALITY

- I. THE NATURE OF PERSONALITY.
 - A. Definitions of personality.
 - B. Attitude organization.
- II. MODES OF CLASSIFYING PERSONALITIES.
 - A. The organic basis—Berman.
 1. The endocrine personality.
 2. Adrenal personality.
 - a. Conservative, backward, etc.
 3. Pituitary personalities.
 - a. "Fair, fat and forty type."
 4. Thyroid personalities.
 5. Thymo-centric personalities.
 - a. "Ethereal type"—feminoid.
 6. The physical basis an inadequate mode of classification.
 - B. The psychological basis—Downey *et al.*
 1. Subnormal types of persons—weak.
 - a. Idiots, imbeciles, morons.
 2. Abnormal types of persons—weak.
 - a. Psychopaths, neurotics, insane, dual, multiple.
 3. Normal—strong.
 - a. Well-organized and unified—socially satisfactory persons.
 - C. The socio-psychological basis—Thomas.
 1. The wishes and temperament.
 2. The dominant wish.
 - a. The Bohemian or Idealist or Religionist.
 - b. The Philistine or Practical Type.
 - c. The Creator or Liberal.
 3. Defined in terms of the character of the behavior as expression of wishes.
 - D. The sociological basis of a dominant wish.
 1. Exploiters—Coffin.
 - a. Criminal classes—thieves to financiers.
 2. Sportsmen—Veblen.
 - a. Wasteful and conspicuous consumers.
 - b. Tramps, hoboes and bums.
 3. Professional types.
 - a. Lawyers, doctors, ministers, teachers, etc.
 4. Trade and craft types.

- a. The miner, the carpenter, etc.
- 5. Race and nationality types.
 - a. Jew, "Kike," "Wop," etc., "John Bull," "Uncle Sam," etc.
- 6. Herd and traitor types.
- 7. Created by group systems of values.
 - a. The missionary, the reformer, the business executive, the "American beauty," the soldier, etc.
- 8. Defined in terms of group attitudes.
 - a. The "Red," the "100-percenter," the K. K. K., etc.
- E. The modern concept of personality vs. the traditional notion.
 - 1. The theological—innate depravity.
 - 2. The metaphysical—the soul.
 - 3. The scientific—the organization of attitudes.

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QUERIES

- 1. What is personality?
- 2. What is the relation between attitudes and organic functioning? Separately consider behavior trends that arise from excess functioning of the following glands: the adrenal; thyroid; pituitary; thymus; sex.
- 3. Why are some people called abnormal and some subnormal? What advantages have such classifications?
- 4. What criteria are involved in the normal kinds of personality?
- 5. Illustrate certain "weak" and "strong" types of personality.

6. Is it true that a dirty and ragged tramp has no personality? Explain.
7. Can pupils in kindergartens be classified as possessing different kinds of personalities? How do they differ from adult types?
8. Most personality studies are organized in terms of "traits." What are "traits"? Are they valid units of investigation into "personality"?
9. What social values derive from the following personality types: the Bohemian? the Philistine? the Creator?
10. Contrast the values in classifying personalities in terms of trends of behavior or in terms of group attitudes.
11. How do "labels" come to be fastened upon people? What are their social uses?
12. Why do priests wear long coats and collars buttoned in back; nurses, uniforms; firemen, badges; teachers, conventional clothes; musicians, long hair? Are these signs valid for classifying personalities?
13. What is the value of scientific classification of personalities in criminal procedure; playground supervision; industrial management; high school administration; district nursing; community organization; cafeteria management; teaching in kindergarten, in elementary rural schools, in elementary city schools, in adult classes?
14. Is it the business of the school to guide in personality growth or to create certain types of personality? Which objective now dominates? Why?
15. Show how school objectives alter in terms of national experience: in times of crises; in times of peace.
16. Evaluate a school curriculum in terms of personality types to see what types each subject tends to create.
17. List as extensively as possible and in as great detail as possible the attitudes that should make up the personality of: a teacher in any one of the various schools or grades; a nurse of a particular type; some particular kind of social worker.

CHAPTER 26

THE PERSONALITY RECORD

I. THE NEED OF PERSONAL LIFE HISTORY.

- A. In social work.
- B. In personnel management.
- C. In guidance and education.
- D. In personal control.

II. TYPES OF RECORDS EXTANT.

- A. The case history—charities, corrections and health.
- B. The employment psychograph.
- C. The school record.
- D. The diary and personal letter.

III. OUTSTANDING DEFECTS OF SOME TYPICAL RECORDS.

- A. Unscientific data.
 - 1. Reliable methods still lacking.
- B. Misleading records.
 - 1. Vague terms.
 - 2. Too meagre.
 - 3. Lack of agreement as to meanings of categories.
 - 4. Inability of recorder to write.
 - 5. Personal bias.
 - 6. Inadequate investigation.

IV. CONTENTS OF AN IMPROVED RECORD.

- A. Individual data.
 - 1. Physical features and characteristics—anthropometrical examination.
 - 2. Organic characters—medical examination.
 - a. Defects in structure.
 - b. Defects in functioning.
 - (1) Glands.
 - 3. Mental characteristics—intelligence and achievement tests—Terman, etc.
 - 4. Emotional equipment—affectivity score—Pressey.
 - a. The method of ranking or scoring.
 - 5. Will profile—behavior characteristic test—Downey.
 - a. Weakness of the Downey tests.
 - 6. Temperament traits—judgments of associates—the jury method of determination.

7. Heredity—behavior record of ancestors—biological record.

B. Personal data—the experience record.

1. Methods of study.

- a.* Field investigation.
- b.* Personal interview and relationship.
- c.* Confessional letter or document.
- d.* Self-analysis.
- e.* Judgment of traits by those familiar with person.
 - (1) The ranking method.
- f.* Tests.
 - (1) Of traits.
 - (2) Of attitudes.
 - (3) Of behavior under controlled situations.

2. Home, neighborhood and community conditions.

- a.* Physical features, such as geography, gullies, canals, rivers, etc.
- b.* Technological features—the material culture traits—housing and equipment, streets, car lines, agencies, etc., etc., residence, business, factory, wharf, etc., etc.,—personal equipment, play things, clothes, etc.
- c.* Numbers and kinds of people.
 - (1) Races and nationalities.
 - (2) Language and dress.
 - (3) Degree of congestion or isolation.
 - (a) The measurement of social distance.
- d.* Groups.
 - (1) Ecological distribution of distinct groups.
 - (2) Value and attitude complexes.
 - (a) Analysis of group behavior and records.
 - (b) General social attitudes—social attitude test.
 - (c) Attitudes toward person studied.
 - (3) Extent of membership of person in groups—participation quotient.
 - (4) Performance in groups—performance quotient.
 - (5) Rôle in groups—person's attitude toward the groups.
 - (a) The socialization quotient—personal acquisition of group attitudes.
- x.* The personal attitude test.

3. Experiences.

- a.* Habits in home, street, school, etc.
 - (1) Field investigation by case worker.
 - (2) Personal interview—psychiatric analysis.
 - (3) Confessional document.
 - (4) Observation in actual situations.
- b.* Achievements.
 - (1) Grades, promotions, output, income, personal health and efficiency.
 - (2) Ranking by associates.

- (3) Tests.
- (4) Observation.
- (5) Confession by person.
- c. Behavior under crisis.
 - (1) By methods listed under *a* and *b* for situations of a crisis character discovered or recorded in other parts of the history.
- d. Summary of behavior traits.
 - (1) Objective or direct.
 - (2) Introspective or indirect.
 - (3) Psychopathic or perverse.
 - (4) Determined by methods listed above, particularly the jury method.
- 4. Life-purpose.
 - a. The dominant wish or wishes.
 - (1) Practical plans for immediate future.
 - (2) Relation of present behavior to practical plans.
 - (3) Plans and hopes for more remote future.
 - (4) Relation of present behavior to remote plans.
 - (5) Interview and confession—oral and written—and statements of relatives and associates.
 - b. Degree of organization of attitudes.
 - (1) Psychiatric examination.
 - (2) Attitude tests.
 - (3) Check by behavior harmonies.
 - c. Evaluation of personal attitudes and organization.
 - (1) Comparison of results secured by previous study with social attitudes.
 - (2) Comparison of personal behavior and life-purpose with conventions and societal norms.
 - (3) Ranking of associates and relatives.
 - d. Criticism of foregoing proposals.
 - (1) The difficulty of analyzing out the operation of a specific self in an attitude test.
 - (2) The unreliability of judgments of associates.

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QUERIES

1. Why are personal histories or case records valuable in hospitals, placement agencies, schools, factories, charitable organizations, churches, prisons, orphanages?
2. List all you can of the factors that help to account for the inadequacy of personal records.
3. Evaluate with as much detail as possible the person's own confession as in an interview, a diary, letters, special statements. Does reliability of such source material vary with different types of personality?

4. What is a psychograph and what are its uses?

5. How far back in personal history should the practical record of an adjustment agency (C.O.S., Probation, etc.) go? Should school records be limited by such practice? What should determine the extent of their records?

6. Is it practicable to expect the teacher to create and maintain adequate personal life histories of her pupils? Can the parent be expected to do this? How can it be done?

7. Is it too idealistic to hope for a visiting teacher or social worker to match and work with every teacher in the elementary schools?

8. What methods are there of measuring the individual characteristics that enter into personality?

9. What methods, of studying and measuring personality elements as derived from the experiences of the person in relation to his groups?

10. Contrast and evaluate the several approaches: ranking, testing.

11. Compare the diagnostic value of testing traits and testing attitudes.

12. What are the defects in tests of social attitudes?

13. Secure the case history blank of some social work agency, criticise it and list practicable additions or changes.

14. How has record-keeping improved: teaching, relief, correction, juvenile control, criminal treatment, court procedure, employment, nursing?

PART IV

How do people react to one another?

What are the results of such interaction?

CHAPTER 27

SOCIAL INTERACTION

I. THE BASIC ASPECTS OF INTERACTION.

A. Contact.

1. Physical bases of human contact.
 - a. Topography, technology, physiology—senses.
2. Types of contact.
 - a. Continuity and culture contacts—historical—vertical.
 - (1) Primary contact and the family.
 - (2) Secondary contact, literature, science, education.
 - b. Mobility and interdependence—present—horizontal.
 - (1) Primary contact and the neighborhood.
 - (2) Secondary contact and the community—the audience and the *visience*.
3. The function of contact.
 - a. Interaction.

B. Isolation.

1. Relation of isolation to
 - a. Natural barriers.
 - (1) Rural isolation.
 - (2) Urban isolation.
 - (3) International isolation.
 - b. Differences in
 - (1) Structure—race.
 - (2) Mental ability—genius and the leader—protocracy and the snob.
 - (3) Attitude—Rotary Club, Chamber of Commerce, I. W. W., etc.
 - (a) The stranger.
 - (4) Culture traits—customs.
 - c. Artificial segregation.
 - (1) Social distance.
 - (a) The baleful.
 - (b) The obnoxious.
 - (c) The hateful.
 - (2) Group superiority.
 - (3) Prayer and the hermit.
2. Social results of isolation.
 - a. Freedom from control of personal wishes.
 - (1) Privacy—defense against invasion of personality.

- (2) Selection of contacts.
- (3) Superior life adjustment of capacities to opportunities.
- b. Personal deterioration.
 - (1) Rural backwardness.
 - (a) Inbreeding of defects.
 - (2) Urban disorganization.
 - (a) Loss of status.
 - (b) Loss of personal norms.

II. SOCIAL INTERACTION.

- A. Introduced into sociology as the unit of investigation by Simmel and Gumpłowicz.
- B. Society as interaction—fundamental concept of social processes.
 - 1. Interstimulation and response.
 - 2. Reciprocal influencing.
 - a. People as stimuli.
 - b. People as responding.
 - 3. Association—the group nexus.
- C. The determination of natural areas of interaction.
 - 1. The social basin.
 - 2. The neighborhood, the community.

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QUERIES

1. Is contact and isolation absolute or relative?
2. What is the relation between isolation and race prejudice?
3. In what way does the city isolate the immigrant? The rural emigrant? The genius? The runaway girl?
4. How do prizes and rewards isolate?
5. What is the explanation of secret societies? Exclusive clubs? or limited boys gangs?
6. Why is misconduct easier in the city environment?
7. Why do we wish to label people we meet?
8. Where do sentimental attitudes predominate and where rational attitudes?
9. How does education create contact? isolation?
10. Is school isolation justified? On what basis?
11. Does the Dalton plan unduly isolate the pupil?
12. By what special agencies does the community provide contacts between different economic groups; professional groups; racial groups; culture groups; moral groups?
13. With what results is isolation used in health work?
14. How do fashions, fads, crazes and other social epidemics depend upon contact?
15. When may intimate contacts produce antagonisms?
16. What is the difference between socialization and social interaction?
17. What is the difference between association and social interaction?
18. People are ever and always both causes and effects of other peoples' behavior. Explain.
19. The audience speaks to itself through its speaker. Explain.
20. Are Kolb's service areas really areas of interaction? If not, why not? Can the rural patrons of a hardware store be considered a group?
21. By what concrete ways can areas of interaction be delimited?
22. Would a list of telephone subscribers with addresses represent an

area of interaction? Of newspaper or magazine subscribers? Of dance hall patrons? Of movie or radio patrons?

23. How does radio affect areas of interaction?

24. What is the significance of natural areas for educational organization, political reorganization, community organization?

25. What is a neighborhood; what, a community? List the fundamental differences.

CHAPTER 28

THE MEDIUM OF INTERACTION: COMMUNICATION

I. THE MEDIUM OF INTERACTION; COMMUNICATION.

A. Modes of communication.

1. Natural modes.

a. Sense perceptions: sight, smell, pressure and temperature, hearing, and the operation of the intimate senses.

b. *Rapport*.

c. Emotional expression: the communication of attitudes.

(1) Blushing, laughing, crying.

(2) Gesture.

2. Artificial modes of communication.

a. Sentiments and ideas.

(1) Language.

(a) The universe of discourse.

(b) The concept, slang.

(c) Collective representation—the uniform, the flag, etc.

(d) Propaganda.

(2) Extension of the range of communication through invention.

(a) Music, painting, printing, cinema, radio.

(3) The determination of participation in social interaction.

(a) Group memberships—records and statements.

(b) Personal activity in groups—records and statements.

(c) Value of personal activities—ranking.

(d) Personal and group attitude divergence—the attitude test.

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QUERIES

1. Some sociologists regard communication as society. How can you justify this?

2. Which are the "intimate senses"? What are their functions?

3. What is *rapport*? Show how it is commonly established. What is its relation to communication? What is the difference between *rapport* and Giddings' notion of "consciousness of kind"?

4. How is *rapport* established in a schoolroom? An army? The nursing profession? A foot ball game? A social set? A fraternity or sorority? A summer resort? A public dance hall? On an observation car? Between miners and mine operators? Between railway employees and operators? Between workingmen and legislators?

5. What attitudes can be communicated without oral language but by physical expression: posture of torso, tilt of the head, position of limbs, operation of facial muscles?

6. What is the significance of the non-grouped sections of a population in the country for welfare projects? In the city? Would non-grouped urban peoples retard organization and development projects as much as in the country?

7. Can words alone effectively communicate ideas, feelings or attitudes?

What is the difference between communicating face to face by speech and gesture, by telephone, by radio, indirectly by letter, by telegram?

8. How does communication affect national unity?

9. How do people inhibit communication?

10. Must foreigners know English to become Americanized?

11. Is the Civil Liberties Union justified in its program of complete and unqualified free speech, assemblage or press, or should these be limited? Why? In what ways?

12. Why do not K. K. K. members communicate and associate freely with Jews, Catholics, Negroes? Fundamentalists with Modernists? Capitalists with I. W. W.'s?

13. What is the communicative function of the uniform? Of the flag when at taps all stand at attention?

14. What is meant by "Flapper," "Bum," "Rube," "Lounge Lizard"? How does slang and dialect affect communication?

15. Mention some non-grouped persons or families in areas you are familiar with, i.e., rural, urban, village.

16. When do people laugh at you? With you? What is communicated by laughter?

17. Why do people blush? What attitudes are communicated?

18. What would be the value in a personal history record of a Participation Quotient?

19. What is the defect of the following formula for the quantification of personal participation in interaction through various means of communication:

$$\frac{PGM \times T}{TG \times TT} \times 100 = \text{P.Q.}$$

Key: *PGM* means "Personal Group Membership"

T means "Time the person spends in groups"

TG means "Total Groups available to person"

TT means "Total Time it is possible to spend in active participation in groups of all kinds that are available to person."

Thus $PGM = 5$

$$\begin{array}{l} T = 120 \text{ hours} \\ TG = 10 \\ TT = 360 \text{ hours} \end{array} \quad \frac{5 \times 120}{10 \times 360} \cdot 100 = \frac{600}{3600} \cdot 100 = 16.6 \text{ P.Q.}$$

20. Are all hours spent in groups of the same value to the group? To the person? To the community?

21. By what methods could the formula be corrected to give a P.Q. that would take account of activities in the group—attendent but passive; attendant but active (define types and degrees of activity); offices, etc.—the worth of activities in group; the worth of the group in the community?

22. Show how inventions in the esthetic arts have increased the range of communication and with what effects upon modern life.

CHAPTER 29

THE MECHANISMS OF SOCIAL INTERACTION: SUGGESTION AND IMITATION

I. SUGGESTION AND SUGGESTIBILITY.

A. Case illustrations—Lady Macbeth, Iago, Mark Anthony.

B. Conditions of suggestibility.

1. Similarity, mass, bodily conditions, disease, fatigue, social values,—age, wealth, boldness, etc., ignorance.

2. Hypnosis and hypnotic phenomena.

a. Fixation of attention.

b. Monotonous environment.

c. Physical relaxation—Limitation of voluntary movements.

d. Exclusion of stimuli.

e. Inhibition of ideas.

C. Kinds of suggestion.

1. Suggestive suggestion, unconscious suggestion and auto-suggestion.

D. Principles of the control of suggestion.

II. IMITATION.

A. The nature of imitation.

1. Imitation as the motor phase of suggestion.

2. Imitation as copy and as response to same or similar stimuli

3. Learning by imitation.

B. Forms of imitation.

1. Unconscious forms—custom and conventionality.

2. Conscious forms—rational.

C. Conditions of imitation.

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QUERIES

1. Why should suggestion and imitation be called mechanisms of interaction?
2. How do you explain the "Red Hysteria" that swept through the country after the war?
3. How does a doctor or nurse inspire confidence?
4. What is the basis of Coué's method of treatment? Is it valid?
5. In what ways does a community pageant direct interest away from vice?
6. What suggestions are contained in a well-cooked dinner awaiting the return of a working husband? What are the social values of such?
7. When does a suggestion get acceptance?
8. How do you explain fads and fashions?
9. Should motion pictures be censored? Literature? Why?
10. How do you account for the American "Main Street"?
11. What is "custom imitation," "conventionality imitation," "rational imitation"?
12. What is the difference between imitation and learning?
13. Describe a schoolroom in which imitation predominates; in which thinking is mainly emphasized.
14. What suggestion is contained in the following: a man sleeping on a park bench, a picture of a Ford car before a fine suburban home, a physician who has a chauffeur, a clinic in an old building, a hospital with dirty floors, a schoolroom with papers scattered about?
15. What is a "conditioned response"? How is the principle used in advertising in order to create suggestion favorable to selling?
16. Discuss: Education is controlled suggestion.

CHAPTER 30

TYPES OF INTERACTION: SOCIAL ANTAGONISMS

- I. COMPETITION: EFFORT TO ATTAIN IDENTICAL ENDS.
 - A. Sources of competition in mutual interdependence.
 - 1. Commensalism among plants.
 - 2. Struggle for existence among animals.
 - B. Sources of competition in human similarities.
 - 1. In capacities and skills.
 - a. As among workers performing the same operations.
 - b. As among family members.
 - c. As among scientific workers or professional men.
 - 2. In wishes and values, producing such forms as
 - a. Economic competition.
 - b. Political competition.
 - c. Religious competition.
 - d. Educational competition, etc., etc.
 - C. Competition involves all the wishes in various complexes but may be unconscious or conscious.
 - D. Conscious competition may better be called rivalry.
- II. CONFLICT: VIOLENT OR NON-VIOLENT COERCION OF OPPONENTS.
 - A. The inability of people to satisfy their wishes in the competitive processes.
 - B. Use of force of intellect, muscle or implement to compel.
 - C. Characterized by consciousness, involving divisive reactions, such as hate, prejudice, anger and scorn.
 - D. Some socially significant types of conflict.
 - 1. Mental conflicts—crime and delinquency.
 - 2. Legal conflicts—litigation.
 - 3. Class conflicts—industrial strikes, religious schisms.
 - 4. Race conflicts—lynchings and race riots.
 - 5. Culture conflicts—revolutions and immigration exclusion—town and country—sectionalism.
 - 6. Political conflicts—election.
 - 7. Nationality conflicts—war.
 - a. Many others can be distinguished but they can all be summed up in the conflicts of attitudes and values whether within persons or between persons.
 - b. All group conflicts are reflected in mental conflicts within persons.

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QUERIES

1. In what ways is the wheat grower of South Dakota in competition with the Russian peasant? The rice grower of the south with the Chinese farmer?
2. What is the relation between communication—telegraph, cable, telephone, railway, steamship—and competition?
3. Can mutual interdependence set up competition?
4. Is unconscious competition interaction?
5. What is the relation between competition and war?
6. Mention three forms of competition that are harmful to society and three that are good.
7. What are the advantages of competitive examinations? The disadvantages?
8. Has the civil service system been successful?
9. How has the notion of competition been incorporated into our theory of democracy?
10. Does free competition exist? Where?
11. Analyze the characteristics of the bootlegging activities and state the results of unregulated competition?
12. What are the fallacies of the current theories in economics regarding competition and what are their social effects?
13. Name some instances of non-violent coercion?
14. When does competition break into war?
15. When does competition and rivalry break into revolution?
16. What forms of competition are involved in explaining war?
17. Is nationalism increasing? Sectionalism? How do you account for your answer?
18. How can war be stopped? What conflicts can be substituted?
19. Name ten distinct issues about which there is conflict at present.
20. What is the relation between conflict and public opinion?
21. Should workers strike? What are the causes of industrial conflicts?
22. Is feminism a form of conflict? What are the issues and who are the opponents?
23. What are the social values of recreational conflicts—sports, etc.?
24. What are some evils of professional competition: among nurses, teachers, superintendents, scientists, ministers?
25. How do inter-group conflicts become reflected in personal conflicts, i.e., mental conflict of a single person?
26. What wishes are satisfied in competitions and conflicts?
27. What is the relation between crime and competition?
28. What are some of the causes of race prejudice, race riots?
29. Is nationality a social device for conflict between territorial groups? How can peace be attained so long as patriotism is a primary social value?
30. What are culture conflicts? How do they operate?

31. List significant conflicts which the educator needs to understand: in administration; in curriculum construction; in subject content; in teaching; in methods of teaching.

32. From what conflicts does divorce arise?

33. What are some wastes of economic competition? Can they be eliminated?

34. What are some significant forms of town and country conflict?

CHAPTER 31

TYPES OF SOCIAL INTERACTION: SOCIAL COOPERATIONS

I. ACCOMMODATION: TO ACT TOGETHER.

- A. Adjustment of conflict on a new basis of social relations.
- B. Consensus.
 - 1. Change of attitudes or substitution of wishes or values.
- C. Equilibrium of social forces.
 - 1. Control and organization of wishes—personal or collective so that adjustment is secured.
 - 2. Superordination and subordination.
 - a. Realignment of values and status.
- D. Types of accommodation.
 - 1. Personality as the organization of wishes in the interests of a unified life—scheme—conversion.
 - 2. Fixation of standards and rules—ceremonial expression.
 - a. Professions.
 - b. Status types and personality types.
 - c. Permanently fixed conventional distinctions.
 - d. Appreciation of differences and community of interests.
 - 3. Peace.
 - a. By coercion—leagues and the balance of power.
 - b. By compromise—parliaments, denominations, arbitration boards.
 - c. By withdrawal—deliberate isolation.
 - (1) The run-away.
 - (2) The tramp.
 - (3) The hermit.
 - 4. Amalgamation of races.
 - 5. Organizations.
 - a. Community organization as an interalignment of community agencies to synthesize and unify policies and activities.
- E. Tradition and culture as accommodation.
 - 1. Sumner: "The mores are always right."
 - 2. Ross: "The mores are never right."
- F. The terms of the perpetuation of peace.
- G. Accommodation groups.
 - 1. Clubs, classes, castes, denominations, secret societies, communities leagues, nations as areas of "stable equilibrium."

II. ASSIMILATION: TO FEEL TOGETHER.

- A. Acculturation: unconscious or conscious acquisition of habits, attitudes and values of a different culture complex.
 - 1. Trade, travel, cinema, books.
 - 2. The immigrant community.
 - a. An area of gradual imitation.
- B. Inculcation: Societal, control of personal acquisition of culture elements—transfusion and transmission.
 - 1. The school.
 - 2. The church.
 - 3. The court.
 - 4. The newspaper, radio, cinema, etc.
- C. The bases of internationalism.

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QUERIES

1. What brought about accommodation of the Negroes and Whites in Chicago after the race riots of 1919? (See *The Negro in Chicago*.)
2. What is the relation between cultural differences and assimilation?
3. How can you evaluate Americanization efforts?
4. How does war further assimilation?
5. Analyze selection and counter-selection in assimilation?

6. What are the present foundations upon which a practical internationalism can be built?

7. Would you break up or preserve immigrant communities?

8. What are the dangers of coercion in Americanization?

9. Are we trying to Americanize the world?

10. Discuss: Education and Assimilation.

11. Name the areas of greatest assimilation in the world.

12. What is the relation between accommodation, assimilation, conservatism and progressiveness?

13. Show how school punishments are forms of accommodation? Should they aid in cooperation? Would the degree of cooperation resulting from punishments serve as an objective test of the effectiveness of the method of punishment?

14. Are folkways, mores and Themistes forms of accommodation? How?

15. Are classes and castes satisfactory forms of adjustment? Do these exist in the United States?

16. How are nurses and doctors working out accommodations?

17. Do you think that Christianity suggests valid and lasting methods of adjustment of human conflicts?

18. Show how "rules of the game" enable people to secure a sufficient accommodation to "carry on."

19. Do school athletic contests teach this type of accommodation?

20. Suggest ways of securing accommodation in the following conflicts: Fundamentalism and Modernism, Capitalism and Labor, Masculinism and Feminism, France and Germany.

21. What agencies are striving to secure a working accommodation between town and country? Separately evaluate each.

CHAPTER 32

FUNCTIONS OF SOCIAL INTERACTION: CHANGE AND CONTINUITY

I. SOCIAL CHANGE.

A. Arising from social antagonisms.

1. In competitive interaction.

a. Migrations and movements of peoples in competition for land and natural resources or under the influences of climatic changes.

b. Changes in maintenance activities by invention in technology.

(1) Tools of production.

(2) Modes of transportation.

(3) Technics of distribution.

(4) Modes of protecting life and property.

c. Changes in non-material phases of culture.

(1) Adjustments of customs to new maintenance demands.

(*a*) Fads and fashions.

(*b*) The "cultural lag."

(*c*) Changes in human relationships.

(*d*) Emergence of social crises.

1. Social unrest.

d. Character and value of social change arising from competition and rivalry by biological heredity and capacities.

(1) Limited.

(2) Unconscious and gradual.

(3) Creates constant realignment of persons.

(4) Provides for freedom and movement of peoples and groups.

(5) Makes possible the removal of social wastes.

(6) Creates conditions of social instability.

(7) Sets the stage for open conflict of classes or nationalities.

(8) Provides for societal selection in re-adaptation.

2. In conflict: competition speeded up.

a. Of ideas—discussion.

(1) Emergence of new technics and norms.

b. Human relationships.

(1) Establishes new habits.

(*a*) Culture diffusion.

(2) New problems and crises.

(*a*) Hates and loyalties.

(*b*) Strikes, riots, revolutions and wars.

(3) Formation of new groups.

(4) New leadership.

(a) Reform.

c. Character and value of social change arising from conflict.

(1) Disturbs social equilibrium, necessitates adjustments, and produces radicalism or accentuates conservatism.

(2) Critical nature of experience makes changes conscious.

(3) Makes for deliberation and control through improved technic as science and the use of the expert, and speeds up invention.

(4) Lops off quickly social inutilities.

(5) Creates confusion and disintegration.

(6) Increases wastes as in war and consequently social burdens.

(7) Makes for personal and collective disorganization as within the group.

(8) Makes for solidification, unity, strength as between groups and therefore for repression and coercion of recalcitrant persons.

(9) Satisfies wishes for dominance and new experience.

II. SOCIAL CONTINUITY.

A. Arising from social cooperations.

1. In accommodation.

a. Continuance of residence in a locality.

(1) Adaptation to the regional situation.

(2) Persistence of personal habits and maintenance practices.

b. Adjustment to cultural milieu.

(1) Successful family life.

(a) Persistence of family traditions.

(b) Transmission of hereditary traits.

(c) Satisfaction and expansion of wishes for security.

(2) Organization in the community.

(a) Group membership and control.

(b) Inter-group harmony and community integration.

(c) Conventions, laws, institutions.

(d) Leadership, division of labor, specialization.

(e) Reform and telicism.

(f) Peace and comity.

c. Value of continuity arising from accommodation—personal and collective.

(1) Conserves human experience but produces conservatism.

(2) Avoids multiplicity of norms and standards.

(3) Provides for social order and personality unity.

(4) Creates equilibrium and preserves the *status quo*.

(5) Imposes traditional norms.

(6) Leads to eventual maladjustment when attitudes persist in spite of changes in technology and human relationships.

- (7) Hardens social alignments—classes and castes.
- (8) Tests methods of accommodation proposed in periods of change.
- (9) Eliminates wastes concomitant with competition or strife.
- 2. In assimilation.
 - a. Spread of biological traits through amalgamation with greater possibility of persistence of traits—aptitudes or defects.
 - b. Emotional reenforcement of acquired habits through accommodation to regional or personal characteristics.
 - (1) Love for home and other familiar objects.
 - (a) Patriotism and chauvinism.
 - (2) Love for family and friends—loyalties.
 - (3) Satisfaction of wishes for personal response.
 - (4) Cultural unification.
 - (5) Nationalization and denationalization.
 - (6) Basis for defense in attack.
 - c. Attitude similarity.
 - (1) Harmony and unity.
 - (2) National strength.
 - (3) Group efficiency.
 - (4) "Main Street."
 - d. Value of continuity through assimilation.
 - (1) Increases social control, good and bad.
 - (2) Provides a more lasting basis for personal and social accommodation.
 - (3) Adds feeling to immediate acts of accommodation.
 - (4) Creates solidarity and fundamental uniformity.
 - (5) Makes possible extension of reaction areas to a single stimulus or complex of stimuli.
 - (6) Essential to an ideal democracy and elimination of conflict.
 - (7) Offers a basis of internationalism.
 - (8) Expands appreciation of other times and peoples.
 - (9) Enriches personal experience and community life.

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QUERIES

1. Can you cite cases of continuity that arise from competition, rivalry and conflict?
2. Can you cite instances of change that arise from accommodation and assimilation?
3. Criticize the outlines from the point of view of your answers to the two previous questions.
4. How would you distinguish between unconscious and conscious change? What makes change conscious?
5. Can you have conscious change without leadership?
6. What happens when change fails to occur through isolation? Through arbitrary compulsion?
7. How do you explain the development of revolution? How does it effect change?
8. Mention a number of kinds of slow conscious changes that would make revolution unnecessary.
9. Cite three cases of realignments in human relationships due to competitive interaction; the same for conflict; the same for accommodation; the same for assimilation.
10. Are some societies predominantly and persistently characterized by no change, by conventionality and conservatism, while others may be full of change and radicalism?
11. Is a dynamic society necessarily radical? What about the United States during the recent war? Did it undergo many changes? Was it radical?
12. What kinds of changes seem to correlate with conservatism and what with radicalism and progressivism?
13. Is change progress?

14. Fill in the words "static" (fixed) or "dynamic" (changing)

The U. S. is; China is; India is;
Alaska is; Russia is; Thibet is;
New York is; Vermont is; Alabama is;
Chicago is; Nome is

15. What makes a society static? What, dynamic?

16. What criteria can you suggest for the evaluation of change?

17. What institutions in your community exhibit most changes? Why?

18. What professions are static or dynamic: law; medicine; nursing; teaching; ministry; engineering; statesmanship; social work; dramatics? Account for your answers.

19. How is continuity secured through social cooperation? Cite instances.

20. How do you distinguish between social continuities produced by accommodation, amalgamation, assimilation?

21. What kinds of continuity arise from intermarriage between first generation immigrants: Swedish man and Italian woman?

22. Cite instances of continuity secured through accommodation in teaching; school administration; curriculum; preaching; probation; prison policy; hospitalization; public health nursing; rural health supervision; home economics programs; recreation organization and objectives.

23. Name the main agencies of assimilation in your community.

24. List groups whose objectives center in change; others whose purpose is chiefly continuity.

25. Is government an instrument of change or continuity? Illustrate.

26. Can you show how change and continuity are both essential to desirable personal or group life and under what conditions each is from time to time necessarily characteristic?

27. What happens if continuity persists when change is required by the situation; if change persists when continuity is demanded by the societal conditions? Illustrate concretely from your own knowledge or experience.

28. How does organization make for continuity?

29. What persons have prestige and acquire leadership in a period or locality characterized by change? By continuity?

30. What types of wishes make primarily for change and what for continuity?

CHAPTER 33

THE CROWD AND SOCIAL MOVEMENTS

I. ELEMENTARY FORMS OF COLLECTIVE BEHAVIOR.

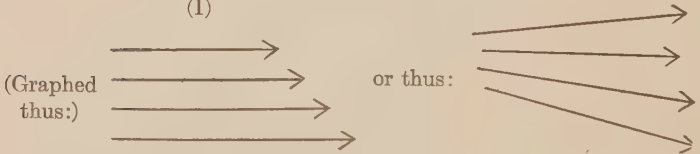
A. Collective behavior among animals.

1. Ordinary interaction and mass organization.

a. The flock, the herd, the pack.

b. Each member of the grazing herd *follows his own nose*.

(I)



c. Organization mainly potential.

2. Extraordinary behavior at times of crisis.

a. Restlessness—mood overtakes the herd—as when approaching water.

(1) Increase mobility.

(2) Milling.

b. Sudden fear—crash or attack by wolves.

(1) Milling.

(2) Stampede.

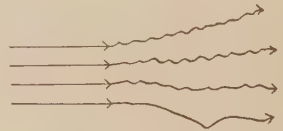
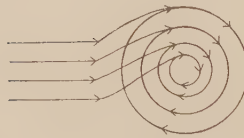
(3) Movement—development of organization into “Leaders,” “Middlers” and “Tailers.”

(I)

(II)

(I)

(III)



Graphed thus:

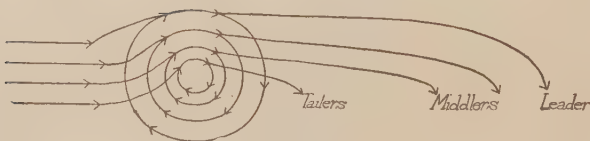
for “milling”

for “stampede”

(I)

(II)

(IV)



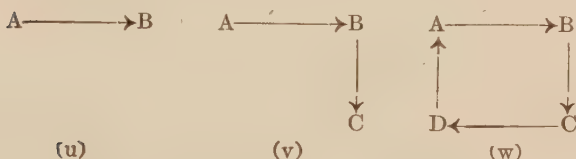
and for “movement” of sheep

B. Collective behavior among human beings.

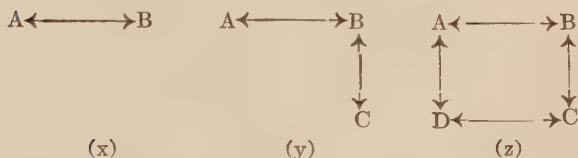
1. Fundamental aspects.

a. Social interaction as mutual influence—interstimulation and response.

(1) Forms of stimulation and response.



(2) Forms of true interaction.



(3) The group and the group nexus.

b. Elementary forms of social control

(1) *Rapport*.

(2) *Esprit de corps*.

(3) *Morale*.

2. The crowd.

a. The *street crowd* or the *herding group* (graphed as in Stage (I) of animal behavior).

(1) Interaction is generally subconscious adjustment to movements of folks who are following their own noses.

(a) As in a hallway in a school, on a street pavement or intersection of two busy streets, or on a midway of a fair.

(2) Mutual influence weak.

(a) Contacts are primary but incidental and "thin."

(3) No organization.

(4) Suggestion is weak except with respect to overt behavior according to norms—fashions and fads.

(5) Habit and equilibrium are characteristic.

(6) Social control one of rapport and mood, e.g.:

(a) A crowd watching soldiers depart for France—exhilaration and fear.

(b) Funeral crowd—sorrow and respect.

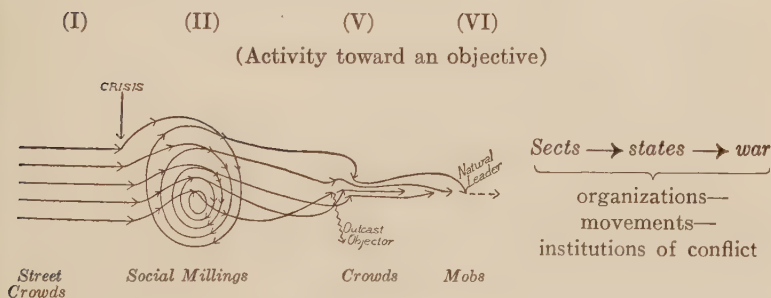
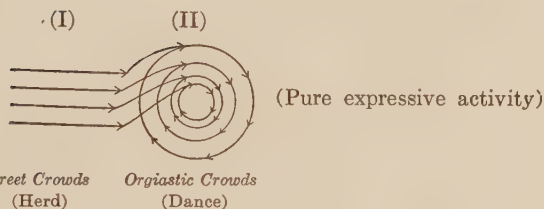
(c) "Holiday" crowd or "picnic" crowd or "fair" crowd—joy and abandon (Mardi Gras).

(7) May represent large populations ordinarily if small groups or sections are taken as analogous as to per-

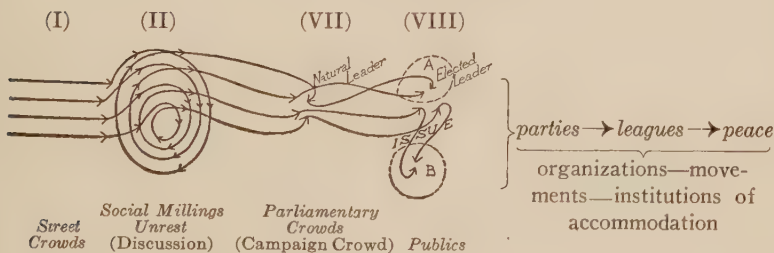
- sons: Pennsylvania, New England, United States, etc.
- (8) No concentration of personal or group attention and therefore absence of distinct leadership—independent response—every man his own leader—pluralistic response.
- b. The emergence of the crowd.
- (1) The crisis situation.
 - (2) Social milling (see (II)).
 - (a) Social unrest.
 - (x) Heedless circular movements, physical or intellectual.
 - (i) Motoritis, I. W. W., hoboes, etc.
 - (ii) Mine explosion crowd, etc.
 - (iii) Discussion.
 - (3) Characteristics of the true crowd.
 - (a) Concentration of attention (see below graph V:).
 - w. Singularistic stimulus.
 - x. Emergence of the natural leader—the prophet, the agitator,—protocracy.
 - y. Leader's definition of the situation.
 - z. Establishment of a common objective.
 - (b) Heightened suggestibility.
 - w. Emotional and irrational behavior dominant.
 - x. Disappearance of individual reaction.
 - y. Recognition of similarity of response.
 - z. Collective representation.
 - (c) Solidarity and unity.
 - x. *Rapport* and *esprit de corps*.
 - y. Intolerance of difference of response.
 - (d) Anti-social crowd control can be broken up through destroying the concentration of attention and directing attention to individual and personal safety.
- c. Evolution of crowds and organizations.
- (1) Dominated by action.
 - (a) *Orgiastic crowd*—physical expression without progression toward an objective—social catharsis.
 - x. The dance, ritual, ceremony, drama—jazzitis.
 - (b) The crowd.
 - (c) The mob—the crowd in action toward a defined objective.
 - x. Stampede—movement speeded up.
 - (d) The gang or secret society—Molly McGuire's, Blackhands, K. K. K.'s, etc.
 - (e) The sect—unwillingness to compromise.
 - x. Religious, artistic, economic, political, etc.

- (f) The state and nationality.
 - x. The maintenance of control.
- (g) The army and war.
- (2) Dominated by ideas.
 - (a) The parliamentary crowd.
 - (b) The public.
 - (c) Political party.
 - (d) Denomination.
 - (e) League and internationality.
 - (f) Peace.

Types Dominated by Action



Types Dominated by Ideas



- (3) Mass movements.
 - (a) Seasonal and cyclical movements.
 - x. Birds, grazing animals, seasonal laborers, excursions, prize-fight and baseball visiences.

- (b) Expansive movements.
 - x. The swarm, the great adventures—Eldorados, Klondike Rush, etc.—the colonial invasion of America; migrations, rural-urban and international.
 - (y) Immigration.
- (c) Conflict movements.
 - x. Military expeditions; labor unions; missionary societies; consumers' leagues; co-operative marketing associations; crusades against liquor, "Reds," foreign languages; the Grange; Fundamentalism; etc., etc.
- (d) Social epidemics.
 - x. Dancing manias—crazes, phobias.
 - y. The "Red Hysteria."
- (e) Some significant characteristics of mass movements.
 - x. Unrest, aim, illusion and myth, belief and miracle, leaders, slogan, forms, dress and insignia.
- d. Institutions and organizations.

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QUERIES

1. Around what attention-point is there arising a national crowd situation in the United States at the present moment?

2. What were the main stages in the development of the French Revolution?
3. How did the Great War divert attention from socialism?
4. What are the Crusade aspects to Public Health Nursing?
5. Contrast social control in the herd and in the crowd.
6. How do you account for the vacation rushes?
7. What is social catharsis?
8. Where does the need of social catharsis arise?
9. Why is there more than one oil scandal in the government of the United States?
10. What are the effects of seasonal labor on the migratory workers?
11. Name some instances of social milling in American life.
12. Through what distinct forms do movements develop?
13. Name the outstanding social movements in America to-day? In the world?
14. Distinguish between natural and artificial leadership. Illustrate concretely.
15. How do institutions evolve from crowd behavior?
16. Suggest a series of prophylactic measures against crazes, epidemics, hysterias, phobias, etc.

CHAPTER 34

THE PUBLIC AND PUBLIC OPINION

- I. THE MORES AND SOCIAL OPINION.
 - A. Traditional activities.
 - B. Historical attitude.
 - C. Relative character of conformity.
 - 1. Fundamental freedoms.
 - 2. The objector, protester, reformer.
- II. THE PUBLIC.
 - A. Crisis.
 - B. Social milling—emergence of social opinion.
 - 1. Question, doubting, non-conformity, unrest.
 - 2. Error.
 - a. Myths, legends, etc.
 - b. The "beast" myth; the scapegoat.
 - 3. Technics and conditions of communication.
 - a. The spread of social opinion.
 - C. The evolution of the public.
 - 1. Parliamentary crowd.
 - 2. Emergence of leadership—natural.
 - a. The diplomat, politician, professional neighbor, journalist, agitator, reformer, etc.
 - 3. The definition of the problem.
 - a. The demagog and the use of the "blind spot" and the "red herring."
 - b. The engineer, technical and societal.
 - c. Science in the service of man.
 - 4. The rise of the issue.
 - a. The development of two or more universes of discourses.
 - 5. The formation of public opinion.
 - a. Discussion and debate.
 - (1) Liberty and the news.
 - (2) Propaganda and the newspaper.
 - (a) The nature of propaganda.
 - (b) The agencies of propaganda.
 - (1) Publicity and publicity methods.
 - (2) The textbook.
 - (c) Subversion of truth.
 - (1) Destruction of the public and the re-emergence of the crowd.

- (d) The way out for democratic but scientific control—trend.

III. PUBLIC OPINION.

- A. Totality of rationalizations of social attitudes characteristic of a public.
- B. Not editorial opinion except as editor's opinions are made to predominate throughout the general situation.
- C. Homogeneous opinion resulting from free communication of disagreements and discussion.
- D. Vanishes with the disappearance of the issue.

IV. SOCIAL DECISION.

- A. The elected leader.
 1. The ballot and representation.
- B. Legislation and the assembly.
 1. "Yes" or "No."
- C. Enforcement and the police.

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QUERIES

1. What are the fundamental attitudes involved in the mores?
2. Is it valid to regard the totality of attitudes of characteristic mores of a group as social opinion?
3. How can you study social opinion in a particular community?
4. Under what conditions does social opinion become inflexible, i.e., withdraws its ordinary divergences from dominant attitudes?
5. What freedoms were withdrawn in the United States during the war? Was this justifiable? Which of the freedoms withdrawn have not yet been re-established? Why is this so?
6. How does error arise? Name conditions under which error may readily develop?
7. What is the duty of teachers with reference to error that is found in textbooks? In correcting such what account must be taken of social opinion?
8. List social opinions that make public health nursing difficult in X community.
9. Analyze the processes that operate in the spread of correct or erroneous social opinions with reference to a specific case.
10. Name an instance of social milling that grew from a recognized social crisis.
11. How do demagogic and unscrupulous professional natural leaders exploit a social blind spot?
12. How can the expert serve the interests of truth and sane public policy in defining problems involved in social crises?
13. How can people be led to use the expert? Is social opinion at present favorable or unfavorable toward the use of the expert? In what fields of knowledge? In what areas of public or semi-public service?
14. Describe the evolution of the public. What is the function of the issue?

15. What conditions are necessary for the emergence of public?
16. What hindrances exist at present in the United States to prevent the formation of publics?
17. What dangers exist in the United States for the decadence or disappearance of publics?
18. What is propaganda? Cite instances of subversive propaganda. Cite cases of propaganda desirable for community welfare.
19. Is education propaganda? When and when not? How are textbooks exploited for propaganda purposes?
20. Can you cite any instance to show that the best educational effort may be made ineffective by well-organized propaganda?
21. What are the various publicity methods available in your community which you can use for the support of your work and to stimulate its use by the community?
22. What are all the publicity methods used by social agencies and various interests in this country?
23. What are the defects of arriving at group decision by the "yes" or "no" method of voting?
24. How far does representative government respond or represent public opinion?
25. Analyze how public opinion has affected your professional objectives.
26. How can the professional expert use public opinion for: change in methods in a hospital; change of objectives or methods in a case school?
27. In a time when facts are as hard to get as now with reference to public issues what is the way out for democracy from unscrupulous exploitation of propaganda control?
28. What is the service of the survey in the interests of new legislation and social advance?
29. How is politics affected by the radio? What would be the effect upon democratic control if the radio were controlled by a single corporation?
30. What is the social function of such agencies as the Civil Liberties Union and the League for Industrial Democracy?

CHAPTER 35

GROUPS AND GROUP VALUES

I. GROUPS.

- A. Types of groups: family groups, friendship groups, neighborhood groups, community groups, recreation groups, religious groups, political groups, professional groups, occupational groups, territorial groups, etc.—*Natural groups and intentional groups, amorphous groups, organized groups; ephemeral groups, permanent groups; primary groups, and secondary groups, vital-interest groups.*
- B. Formation of groups.
 - 1. The interest theory of group formation.
 - 2. Explanation of intentional membership by the notion of the satisfaction of wishes.
 - a. The wishes predominantly satisfied in each of the groups listed above.
- C. Definition of a group: a number of people interacting.
- D. Political and social engineering use of the group concept.

II. GROUP VALUES AND THE PERSON.

- A. Group values emerge from group experience—mores and social opinion.
- B. Group practices based on group values and attitudes.
- C. Each group imposes its attitudes and values on each member.
- D. The values among different groups in a community may be similar or divergent.
- E. The same person may belong to groups of similar and divergent values.
- F. Membership in groups of divergent values constitutes one basis of the conflict of personal values, i.e., mental conflict.

III. THE MEASUREMENT OF GROUP VALUES AND ATTITUDES AS AN INDEX TO PERSONAL SUCCESS.

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QUERIES

1. Contrast the various types of groups mentioned in I, A as to: size, territorial expansion, dominant type of interaction, variability in rural or urban areas, change, continuity, control of personal behavior, adequacy for the satisfaction of the "four wishes," significance for distinct types of social organization, value to a community, educational implications, present trends in qualities or chief characteristics.

2. Select from I, A one type of group and analyze the causes of its formation. (For example, a particular Baptist Church—religious group.)

3. Draw a graph of the groups to which you belong (for ephemeral groups take a definite period of time typical of your personal experience, say, for one day, or week or month); then make a list of these groups, ranking them by number,—1, 2, 3, 4, etc., in the order of their importance (a) to you; (b) to the community; for each group list the specific wishes you get satisfied through your group membership; for each group make a list of the dominant values; note how many values are the same in each and how many different; derive (a) a value-divergence index as between the different groups to which you belong, (b) a value-divergence index as between your own personal values and those of any one of the groups, (c) and all of the groups.

4. What uses for guidance or prognosis of personal success in particular groups could be made of such indices?

5. Suggest how to study the ecological distribution of groups in an urban town or rural area.

6. Of what uses would social maps showing group ecology be to the

politician, the truant officer, the visiting teacher, the community organizer, the religious worker, the visiting nurse, etc.?

7. Why is the group considered by sociologists the unit of investigation in sociology?

8. What is the relation between "interaction" and the "group"? In terms of your answer what is the relation between social psychology and sociology?

9. Some thinkers in the field of educational philosophy advocate "socialization"—presumably 100 per cent—as one of the great objectives in education. What are the fallacious aspects of such a contention?

10. Granting that socialization—however you may define it—is a satisfactory objective of education, is it the task of the Great School, or the Little School, or both? If the latter, what division of labor, if any, should be effected? By what methods could a division of labor between the school and extra-school agencies, home, church, playground, etc., be determined? How far would it be possible to control extra-school conditions in the interests of socialization even under a satisfactory division of labor?

11. Define socialization in terms of group membership and group values. How does the sociological definition differ from that of educational philosophy?

12. Are there socializations undesirable or dangerous from the community point of view? Illustrate.

13. Suppose upon listing your groups in a community and their values, wide divergence is discovered, what means can you suggest by which that divergence can be lessened?

14. What are the implications of divergences in values as between groups and groups, as between a person and his groups, for the person, for the community, as regards change, continuity, decadence or advance?

15. What is the effect upon a person of wide divergence of values within a single group, as for example, a family, a grange, a church, a school?

16. To what sources would you go for, and by what methods can you study, group values? Personal values?

17. What is the relation between attitudes and values? Can you study attitudes through values? Values through attitudes? Which would be logically formulated as verbs or participles? Which as nouns or pronouns?

18. What is a value? What an attitude?

19. What is the present unit of political action? Is the prevalent unit a real functioning vital group or is it an arbitrary unit?

20. Granting that the territorial unit is valid as a social fact, is it a preferable unit to the occupational unit of political organization?

21. Are all people in a voting precinct in the city or in a township in the country a group? Mention some non-grouped portions of such population areas.

22. Are all people in a town of 20,000 who belong to the same occupation a group? Carpenters, maids, lawyers, plumbers, teachers, ministers, etc? In a city of 100,000? In a city like New York or Chicago? Would they then be satisfactory political units?

23. Indicate the superior advantages over either the territorial or the

occupational unit of the area of interaction—the rural social drainage basin, an urban vital-interest group.

24. Should curriculum reconstruction be based upon broad generalizations derived from modal recurrence of social fact or on differential socioanalysis based upon case groups?

25. Are Snedden's "case groups" real sociological groups or classes of people who satisfy qualities artificially selected? How can one determine the validity of the selection of qualities upon which Snedden's "case group" is based?

26. Take an instance of a boy 16 years of age involved in a "case-group" of Snedden's type (p. 337) and indicate certain educational implications in terms of curriculum subject or content; then take the same boy as a member of a group in the sociological sense; are there any different implications for curriculum subjects or content deriving from the latter type of consideration?

27. Which method would be more promising to a curriculum maker, to a teacher, for a state program, for city schools, for a village school?

28. In view of your answers to the foregoing, criticise the curriculum of nurses, household arts teachers, elementary school teachers, ministers, lawyers; the content of civics, health, school recreation, mathematics, reading, music, geography, etc. in a school you are familiar with.

CHAPTER 36

SOCIAL ORGANIZATION

- I. THE NATURAL BASIS OF ORGANIZATION.
 - A. Organization in the animal crowd.
 - B. Individual differences.
 - C. The crisis.
- II. THE NATURE OF ORGANIZATION.
 - A. The determination of function and regularization of procedure.
 - 1. The constitution, etc.
 - B. Specialization and the division of labor.
 - C. Classification and integration of authority.
 - 1. The incidence of control.
 - 2. The mechanism of registration of opinion.
 - 3. The ethics of the organization or profession.
 - D. The methods of maintenance and renewal.
 - 1. The selection of new members.
 - 2. The induction of new members.
 - a. Initiation ceremonies.
 - 3. Development of *esprit de corps* and morale.
 - a. Distinctive folkways—dress, speech, ideals, rewards—collective representation.
 - b. Punishments and corrections.
 - (1) Fines, gossip, criticisms, threats.
 - (2) Suspension, limitation of freedom.
 - (3) Expulsion.
 - (a) Withdrawal of membership privilege.
 - (b) Capital punishment.
 - 4. Methods of readjustment in alignments and practices.
 - E. The relation between degree of organization and the severity of the crisis involved in the function.
- III. THE DESIRABLE FUNCTIONS OF ORGANIZATION.
 - A. Within a group:
 - 1. Increased efficiency in movement toward collective objectives.
 - 2. Maximization of persistent control.
 - 3. Preservation of valuable experience.
 - B. Among groups:
 - 1. Elimination of wastes through competition.
 - 2. Subordination of minor to major objectives.
 - 3. Continuity in community life.

4. More comprehensive social action.
5. Basis of political efficiency.

IV. DISEASES OF SOCIAL ORGANIZATIONS.

- A. Over-organization.
- B. Loss of functional objective.
- C. Nepotism and favoritism.
- D. "Red tape."
- E. "Closed corporations."
- F. Manipulation for personal ends.
- G. Absolutism.

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QUERIES

1. What is the form and degree of organization in a flock of sheep, in a herd of cattle, a pack of wolves?
2. Why would organization be impossible without individual differences?
3. Show how organization has utilized individual differences in dramatic productions, in the school room, in industry, in the medical profession, etc.
4. How does crisis affect organization in a gang, in a church, in a political party, in a nation?
5. How does organization become effected?
6. What is the use of a constitution and of by-laws?
7. Contrast organizations in a modern community with primitive social organization. What are the outstanding differences?
8. Select one organization about which you know most from first-hand experience and show: how authority runs through the group; how opinions are registered; what ethics pertain; how change is effected; how new members are selected; how they are inducted; how they are punished for violation of taboos; what caused the organization to come into existence.
9. What is the value of professional ethics in medicine and nursing? What are the evils of professional ethics? How can they be overcome? How does the severity for violating professional ethics vary with the severity of the crisis back of the organization? Illustrate.
10. How can you justify the severity of punishment for the violation of military procedure?
11. How is morale maintained in a hospital, in a college, in an industry, in an army?
12. What is the use of collective representation in organizations, such as a fraternity or sorority, in an army?
13. Analyze the organization with which you are a member, making a graph to show the run of authority, the specialization of services, the

division of labor, the agencies for punishment; list specifically the diseases to be found; finally, indicate remedies for the diseases.

14. When your organization is being exploited by certain members or cliques for personal advantage at the expense of the community, what is your duty to the organization? to the community? Have you any objective criteria for the determination of your duty?

15. Why are trusts and monopolist business organizations dangerous to a community?

16. Under what conditions do organizations dry-rot?

17. Why are democratic organizations preferred to oligarchic types? Which is more efficient?

18. If you could arbitrarily determine, which type of organization would you install for which type of service: funds privately supplied by one person to carry on research work in health? the same for organizing an industry? public funds secured through gifts to conduct a health clinic? the same for an experimental school? public funds secured through taxation for an experimental school? for organization of public recreation? for public health?

19. How do you explain the fact that most advanced social measures had to be demonstrated first privately before taken over by city or state governments? Mention some such.

20. How may tenure in an organization tend to defeat its objectives: in teaching, in nursing, in the army? What is the remedy for the evils of tenure?

21. Has civil service worked? What evils was it aimed to eliminate?

PART V

What are the principal theories of social effort?

How far can they be relied upon?

CHAPTER 37

SOCIAL CONTROL AND SOCIAL TELESIS

- I. THE NATURE AND USE OF THEORY IN SOCIOLOGY.
 - A. The derivation of theory.
 - B. Social theory and social philosophy.
- II. THE THEORY OF SOCIAL CONTROL.
 - A. Spencerian concept of natural evolution.
 - B. Sumnerian notion of constraint and compulsion.
 - C. Negative philosophy of avoidance and *laissez-faire*.
 - D. Ward's revolt against Spencer's and Sumner's *laissez-faire*-ism.
 - 1. The nature of social forces—emotions and desires.
 - 2. The possibility of control.
 - a. Science and the knowledge of the social forces.
 - (1) Research and the survey.
 - b. Rossian concept of control through manipulation of social processes.
- III. THE WARDIAN THEORY OF SOCIAL TELESIS.
 - A. Possibilities of direction of social forces to specific ends.
 - 1. The directive agent—intellect.
 - 2. Societal engineering.
 - a. Opinion.
 - b. Education.
 - (1) The principle of attraction.
 - c. Legislation.
- IV. SOCIETAL TELICS—APPLIED SOCIOLOGY.
 - A. The scientific determination of societal objectives.
 - 1. Societal experiment.
 - 2. Evaluation in terms of results.
 - B. Types of telic activity.
 - 1. Guidance clinics.
 - 2. Community improvement.
 - 3. Public health.
 - 4. School education.
 - 5. Town and country planning.
 - 6. Social work.
 - 7. Scientific legislation.
 - 8. Propaganda.

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QUERIES

1. What is the use of theory? Are hypotheses theory? What justification can you establish for hypotheses? What if they remain untested by experience or controlled experiment?
2. Can you give any illustrations of misuse of hypothesis in sociology? In social work?
3. Is there a distinction possible between social theory and social philosophy? What is necessary to the validity of either?
4. What is philosophy? Social philosophy? How much wishful thinking enters into theory or philosophy? How can it be prevented?
5. What theory is back of social legislation? The 18th Amendment? Would Spencer have accepted such legislation? Sumner? Would they have been in favor of town planning?
6. Criticise Spencer's philosophy of *laissez-faire* and contrast it with Ward's *faire marcher* or *meliorism*.
7. List attitudes of specific groups that seem to favor *laissez-faire*; social telics.
8. According to Ward what are the methods by which social action may be secured?
9. Can you cite any typical technics by which societal objectives of a

scientifically acceptable kind are being set up in health? in politics? in education? in law? in religion? in urban life? in rural life? in industry? in farming? in the family? (Break up any of these into as limited an area as you like for your consideration.)

10. How far in the determination of societal objectives in any field can generalization prove effective? What substitute for generalization does sociology offer?

11. Do you think sociology is philosophy or a body of technics of analysis? Which concept do you deem more fruitful for valid social telics? Why?

12. What is Ross' concept of social control and the possibilities of its conscious manipulation?

13. How does scientific legislation differ from ordinary legislation?

14. Contrast a law school and its aims with a teachers college and its aims as to the theory of social telics.

15. Suggest a plan of verification of Ward's theory of societal telics. How can you make use of quantitative analysis? Qualitative analysis?

16. Who in the field of sociological research has made the most significant contributions away from adherence to philosophy to the establishments of technics of analysis?

17. By an analysis of socialization show the superiority of differential analysis in the determination of educational objectives over the traditional philosophical approach.

18. Select the area of your professional interest and make as complete and detailed a list as possible of its practical objectives. Over against each note the methods by which the objective is being arrived at.

19. What other sciences besides sociology serve societal telics? Illustrate.

20. What facts of business, industry, law, the home, international relations, and crime challenge the validity of telicism?

CHAPTER 38

SOCIAL PROGRESS AND SOCIAL ADEQUACY

I. THE NATURE OF PROGRESS.

A. The history of the notion of progress.

1. A modern concept—the theory of evolution.

B. Fallacies inherent in prevalent notions of progress as fact.

1. Change as progress.

2. Increment as progress.

a. As increase of technological achievement.

b. As increase of "happiness."

c. As increase of institutional complexity.

d. As increase of control or morality.

e. As increase of release of personality—freedom.

3. Demonstrability of progress—

a. Lack of objective criteria of "better" in the area of

(1) Mores of gratification.

(2) Mores of control.

b. Principle of relativity.

(1) Attitudes and values in terms of period, place and people.

c. Possibility of objective determination of advance and betterment in the area of

(1) Mores of maintenance—applied science.

(a) Technology.

(b) Health.

(c) Food and shelter.

(2) Mores of perpetuation.

(a) Biological control of heredity.

x. Doubtful in its positive aspects.

C. Definition of social progress impossible for scientific sociology except in terms of technological results of societal life.

1. Progress as faith is possible of any definition.

a. A concept of religion and philosophy but not of science.

II. SOCIAL ADEQUACY AS SOCIAL TELICS.

A. The group as the measure of life's values.

1. Collective efficiency in achieving objectives.

a. Need of evaluable objectives.

(1) The control of feeling.

b. Difficulty of securing satisfactory appraisals by scientific methods.

(1) The rôle of reason and experience.

- B. The person as the measure of life values.
 - 1. The wishes and their satisfaction.
 - 2. Possibility of objective determination of
 - a. Variety of wishes.
 - b. Number of wishes satisfied.
 - c. Importance of wishes—personally and collectively.
- C. Society as a device for providing adequacy in the satisfaction of personal wishes.

III. SOCIAL PROGRESS DEFINED AS SCIENTIFIC IMPROVEMENT IN ALL MEANS, AND INCREASE IN AMOUNT, OF ADEQUACY IN THE SATISFACTION OF WISHES.

- A. Advantages of this definition.
 - 1. Provides for relativity.
 - 2. Avoids wishful thinking.
 - 3. Necessitates creative experience.
- B. Objectionable because of unrationalized acceptance of human life as natural.

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QUERIES

1. When did the concept of progress first emerge?
2. What was Comte's notion of progress as he developed it in his "Positive Philosophy"?
3. What can you say of the influence of the concept of "Stages in Evolution" upon the notion of progress?
4. Is progress realistic or wishful thinking?
5. In what areas of life can you demonstrate or prove progress?
6. In that field what is progress worth to man?
7. Is progress a scientific or a religious concept?
8. How do you account for the fact that so little sociological discussion at present concerns itself with "progress"?
9. What does progress mean when applied to religion—religious progress? to education—educational progress? to government—governmental progress? etc.? How many people will agree with your statements?
10. Mention some difficulties of establishing satisfactorily objective and scientific criteria of social progress.
11. In what ways does a theory of social adequacy suggest a more valid program for societal telics than the usual notion of progress?
12. Is adequacy capable of demonstration? How?
13. If you say that a decrease of the mortality rate or an increase of the life-span proves progress, what does it mean to live longer for a poor man of 90 in an old man's home? a business executive of 50? a baby of six months in a wealthy family?
14. What advantages do you find emerge from looking at human life as natural as water falling over a cliff? Will science ever displace religion?

PART VI

What are the principal characteristics of the most pressing social problems to-day?

What are the social implications of these problems?

What efforts at solution of these problems are being made?

What are these efforts worth and how should they be improved?

CHAPTER 39

INDUSTRIAL WASTE AND ECONOMIC REORGANIZATION

I. INDUSTRIAL WASTE.

A. Causes of waste in industry.

1. Low production.
2. Interrupted production.
3. Restricted production.
4. Lost production.

B. Responsibility for these wastes.

1. Management—over 50%.
2. Labor—less than 25%.
3. Outside contacts—varying from 9% to 40% in different industries studied, textiles showing the largest responsibility on the public.

II. ELIMINATION OF WASTES.

A. Improvement in management.

1. Engineering and research
2. Budgeting.
 - a. Finances.
 - b. Production.
3. Standardization.
 - a. Products.
 - b. Equipment.
 - c. Processes.
4. Personnel methods.
 - a. Employment.
 - b. Job adjustment.
5. Safety and prevention of illth.
6. Employees' participation.
 - a. The organic theory of production and distribution.
 - b. Preservation of initiative.
7. Combination or cooperation as among industries.

B. Labor improvement.

1. Efficiency on the job.
2. Standardization.
3. Care against accident.
 - a. *Esprit de corps*.

C. Control of credit with which industry is financed.

1. The bankers.

2. The shareholders.
 - a. Speculation.
- D. Consumer's cooperation.
 1. Seasonal fluctuations.
 2. Cooperative societies.
 3. Increased demand in rising standard of living.
 - a. General improvement of conditions of living.
 - b. Education.
- E. Governmental assistance.
 1. In regulation of unscrupulous business practices.
 2. Aids in research and publicity.
 3. Assistance in settling disputes.
 4. Leadership in health, safety, employment, standardization.
 - a. Giant power.
 5. Legislation.
 - a. Transportation facilities.
- F. Engineering service.
 1. Free from slavery to owners.
- III. THE NEW SPIRIT IN BUSINESS AND INDUSTRY.
 - A. Business and industry as service agencies of community adequacy.
 - B. Enlightened and critical public opinion of issues involved in industrial conflicts.
 - C. Creative labor.
 - D. Realignment of social values as regards success in terms of wealth.
 - E. People as superior to property.

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QUERIES

1. How did the war affect popular attitudes toward business and industry? How did it affect the status of the engineer? What is the significance of the fact that the Secretary of Commerce was an engineer—Mr. Herbert Hoover? What is the importance of engineers investigating the sources of waste in industry?

2. Should farming be considered an industry? What wastes exist in typical farming operations? What proposals have been made and methods established for helping the farmer to increase his income?

3. Why is industry unsatisfactory to-day? (Consider from the point of view of the four wishes as to *work* and *income* and *status*.)

4. Who is the public responsible to such a high degree in the textile industry studied?

5. How can wastes be eliminated? (Generally consider the duties of the owner, manufacturer, and the banker, the engineer, the manager, labor, the consumer, the public, the legislator.

6. In what ways can the following professionals contribute to the elimination of wastes in industry: the teacher of economics and civics, the teacher of household arts, the county agent, the public health nurse, the industrial nurse, the physician, the social worker, the recreation secretary?

7. What is the National Consumers League and what has it accomplished?

8. Why do business and industry become sick in themselves? What wishes can the owner satisfy in industrial enterprises?

9. What can come from the speculative character of business and industry?

10. What is a disease? By what methods do you think the country could be rid of this social disease?

11. "Capitalism is a system of society in which all values are brought to the touchstone of profits." Explain.

12. What facts can you state that indicate a need for economic reorganization?

13. What is the organic theory of production? How does it affect a theory of distribution? Why are workers not recognized as shareholders?

14. What do you think workers' education will do to improve the possibility of workers participation in management?

15. How will workers' banks be likely to affect workers participation in ownership? What various forms of employee ownership are now extant?

16. How will economic reorganization affect poverty?

17. What does the national preventable illth bill amount to for one year?

18. List some money costs of industrial conflict?

19. What is a standard of living? What is the sociological significance of a prevalent standard of living?

CHAPTER 40

POVERTY AND PAUPERISM

I. THE MEANING OF POVERTY AND PAUPERISM.

A. The normal life.

1. Efficiency in self maintenance.
2. Community standards as buttressing low personal standards.

B. A standard of living.

1. The relative character of standards.

a. Personal and group values—period, place, people.

- (1) Chinese family budgets above poverty level in 1922 in Hankow.

(a) Case A—seven members, with income of \$420 (U. S.) spent in 12 months \$342.

(b) Case B—three members, with income of \$150 (U. S.) spent in 12 months \$138.

(c) Case C—five members, with income of \$132 (U. S.) spent in 12 months \$126.

- (2) Japanese budgets of comfort and efficiency for 3.3 persons in 1913, 960 yen or \$480 (U. S.). The poverty line was at 190 yen or \$95 (U. S.) yearly expenditure.

- (3) Rural life as contrasted with urban life.

b. An American standard of living: income and costs.

- (1) The subsistence level of 1919 was \$1575, equal in purchasing power to \$885 in 1914, for five persons.

- (2) The comfort level of 1919 was \$2000, equal to \$1125 in 1914, for five persons.

- (3) Present trends in the cost of living.

(a) Wholesale prices index (1913 as 100) changed from 250 in 1920 to 150 in 1924.

(b) At present, March, 1925, the prices are beginning to mount.

(c) Deposits in savings banks in New York City (1918 as 100) rose from 100 in 1918 to 155 in 1924.

- (4) Incomes of capital occupations.

(a) Wage-earners' incomes in Greenwich Village neighborhood, New York City, in 1906, varied from \$260 to \$1512 a year.

(b) Average earnings per week in the latter part of 1919 for a series of occupations, mining, building trades, railroad employees were \$38.46.

(c) Average earnings for factory operatives in New York State for January 1924 were \$27.81.

(d) Farmers' labor incomes lie between \$402 and \$952 for different parts of the country. An average of about \$600 a year. Of this the cash income is estimated at about \$200 with farm supplies worth about \$400. The average monthly wages of hired men on farms in the United States in 1920 was \$64.95 without board and \$46.89 with board.

(5) The submerged "tenth."

C. The historical conceptions of poverty and pauperism.

1. Explained in terms of divine punishment for innate depravity.
2. In terms of personal sinfulness.

II. THE CAUSES OF POVERTY.

A. Physical defect.

1. Dysgenics.

B. Broken families.

1. Divorce.
2. Desertion.
3. Illegitimacy.

C. Poor health.

D. Death of the breadwinner.

E. Unemployment.

1. Population.
2. Seasonal changes.
3. Cyclical changes.
4. Strikes and lockouts.

F. Low wages.

G. Immigration.

H. Accidents.

1. Unguarded work places.
2. Fatigue.
3. Ignorance.

I. War and natural catastrophes.

J. Mobility of labor.

K. Unwise expenditure.

L. Intemperance.

M. Old age.

N. Ignorance—general and occupational.

O. Large families.

P. Unsocial exploitation of natural resources.

Q. Concentration of wealth.

R. Improper legislation.

S. Unwise charity.

III. THE EXTENT OF POVERTY.

A. Four million in the United States.

IV. CHARITY—RELIEF AND PREVENTION.

A. Historical methods of charity.

B. Modern methods.

1. Outdoor relief.

a. Emergency and temporary.

b. Bad laws.

c. Lack of adequate supervision.

d. Lack of uniformity in practice.

e. Graft.

2. Departments of public welfare in cities.

a. Trained workers.

3. Overseers of the poor in country districts.

4. The poorhouse.

5. Private agencies.

6. The C. O. S. and scientific aid.

7. The settlements, missions, soup kitchens, etc.

8. Preventive measures.

a. Eugenics and birth control.

b. Employment bureaus.

c. Economic reorganization.

d. Conservation of natural resources.

e. Improved school and adult education.

f. Improved management in business and industry.

g. Elimination of war.

h. Public health nursing.

i. Old age, sickness and other forms of insurance.

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QUERIES

1. Define poverty; pauperism. Is a hobo a pauper?
2. What should be included in a reasonable standard of living? In a standard of life? What is the distinction involved here?
3. Should the government guarantee an income sufficient to provide a standard of life to each family?
4. By an analysis of a case show how a standard of living is relative to period, place, people.
5. How do you account for city slums? For rural slums?
6. What is the relation between the worth of a dollar, wholesale prices and income?
7. May a family have a low income and still enjoy a relatively high standard of life? Under what circumstances and conditions?
8. Make a list of problems or situations deriving mainly from poverty, which are met by: the hospital nurse, the visiting nurse, the health clinic, the elementary school teacher, the visiting teacher, the principal of a high school, the religious social worker, the charity worker, the county agent for the farm bureau, for the home bureau. Select one that represents your interest.

9. Who are the paupers in the United States and how are they cared for? Show how pauperism may be an index of the worth of a culture complex.

10. Which of the causes of poverty are most effective? Which show most promise of elimination?

11. List those causes which you think birth control would help to eliminate and specify just how much it would operate to prevent poverty.

12. Study the work of the National Safety Council in its attempt to prevent accidents of industry and transportation.

13. List the wastes that derive from poverty.

14. By what methods does organized charity today strive to make relief most helpful?

15. Study the work of the Department of Public Welfare of New York, or Chicago, or North Carolina. What are the defects and advantages of the governmental efforts?

16. Have the public employment agencies proved successful? In what respects?

17. What attitude should the people take toward labor's attempt to improve its income? Strikes, unions, education, etc.?

18. In what specific ways does school education as administered in the United States today make for poverty? Tend to prevent poverty?

19. Which types of workers are generally near the borderline of poverty? Are they organized?

20. Why are poor people despised? Are they always to blame for their inability to solve their maintenance problem? Illustrate.

21. Make as complete a list as you can of all the agencies dealing with poverty and pauperism.

22. How can education in household arts help to solve the problems of poverty?

23. List specific forms of education that could be put into the junior high school for people as consumers; into the senior high school. What is the present situation in this field? Just what efforts are being carried on to increase efficiency in consumption?

24. Show by a case illustration how the various health efforts help to relieve and prevent poverty.

25. What percentage of one's income should be allocated to health needs in a standard of life?

* CHAPTER 41

HOUSING AND TOWN PLANNING

- I. THE PROBLEM OF SECURING SATISFACTORY LIVING CONDITIONS.
 - A. Rural housing—village and open country.
 1. Types of rural homes.
 2. Factors that create rural homes.
 - a. The occupation.
 - b. The income.
 - (1) Ownership and tenantry, the "cropper."
 - c. The housekeeper.
 - (1) Education.
 - d. The location and its surroundings.
 - B. Urban housing—1/3 of the population of the United States is housed in quarters below a minimum standard; 1/10 in places dangerous and degenerative.
 1. Types of city dwellings.
 - a. The natural areas of the city.
 - (1) Land uses and land values.
 - (2) The slum area.
 - (3) The lodging house area.
 - (a) Room overcrowding.
 - (4) The tenement area.
 - (5) The apartment house area.
 - (6) The hotel area.
 - (7) The single residence area.
 - (8) The industrial area.
 - b. Typical living conditions in the several areas.
 - c. Urban population and congestion.
 - (1) Causes.
 - d. Landlordism and exploitation.
 - (1) The housing shortage—average rent increase for U. S. 1914-1920 was 51.1%.
 - (2) 20% of the family income for rent.
- II. EFFORTS FOR THE RELIEF AND SOLUTION OF THE PROBLEMS OF HOUSING.
 - A. Housing reform.
 1. Legislative, specification of minima—state and municipal.
 - a. Space, light, heat, sanitation, air, etc.
 2. Public housing commissions for enforcement of laws.
 - a. Inspection and investigation.
 - b. Bureaus of public welfare.

3. Legislation for relief from high rents—emergency laws.
 - a. Tax free building to stimulate construction.
 - b. Redress in court—the police power argument.
 - c. Regulation of cost of materials—prevention of monopoly.
4. Cooperative housing.
5. Propaganda.
6. Education in the schools.
- B. Town and regional planning.
 1. Principles underlying planning efforts.
 - a. "It is simply the exercise of such foresight as will promote the orderly and sightly development of a city and its environs along rational lines, with due regard to health, amenity and convenience and for commercial and industrial advancement." Lewis, quoted by Bird, p. 7.
 2. The regional survey.
 - a. Land—topography and values.
 - b. Population—location, races, mobility.
 - c. Occupations—types and distributions.
 - d. Transportation—kinds and efficiencies.
 - e. Recreation—parks, playgrounds, etc.
 3. Estimate of future development.
 4. Zoning and planning.
 - a. Sectioning areas for distinct uses.
 - b. Making the city and country beautiful.
 - c. Releasing the population from slavery to cities.
 - (1) Suburban development.
 - (a) Garden cities.
 - (b) The neighborhood as a unit.
 5. Municipal and state legislative provision.
 - a. State housing and regional planning.
 - b. Municipal plans.
 - c. Privately endowed commission.
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QUERIES

1. What are the facts of housing that a social worker (remember in this syllabus educators are included as "social workers") ought to know?
2. Why is housing a social problem?
3. What are the characteristics of rural housing? Differentially consider sections of the country and types of farming.
4. What is the minimum standard for homes?
5. How can "croppers" in the South get real homes?
6. How do urban dwellings vary according to the natural areas of the city?
7. How do you account for the lodger evil in the city? In what respects can you speak of "the lodger evil"?
8. List the advantages and disadvantages of the multiple dwelling.
9. How do you account for high urban congestion when the country offers so much cheap space? What is overcrowding?
10. Upon what juristic theory is housing legislation and rent laws passed and upheld? When an emergency does not exist can the tenant get redress against exploitation in court? Why not?
11. What is a fair proportion for rent in the family budget in a comfort standard of life? How does the rent item vary for different levels of income?
12. Show the relation between bad housing and disease; housing and crime; and sex immorality; and industrial efficiency; and education.
13. What can schools do to improve housing?
14. Organize a program for arousing public sentiment in favor of housing improvement. Criticise the supplement of the *Evening World* as an instance of publicity methods in this field.
15. What housing legislation is restrictive? What compulsory? What attractive?
16. What are some of the improvements in housing effected by employers? By cooperative societies? By building and loan associations?
17. Why are insurance companies interested in housing? Real estate owners? Why then is there so much poor housing?
18. What are the economics of high rents?
19. What is town or regional planning?
20. Suggest conditions in rural sections that are capable of improvement. (Specify the improvements possible.) How can rural schools foster the spirit of rural scenic improvement?
21. What is the effect of housing on zoning laws?
22. What is the unit of city planning? How does it take account of occupations; natural areas; social organization?

23. List the outstanding problems of a large city that must be taken account of in city planning.

24. What changes have come about in congested city housing?

25. What significant changes in the modern family are due primarily to housing conditions? Specify.

26. Criticise the salient features of the housing laws of your state according to the best standards suggested.

CHAPTER 42

FAMILY DISORGANIZATION

I. THE CHANGING ENVIRONMENT OF THE MODERN FAMILY.

A. The factory system and the home.

1. Transfer of production from the home.

a. The worker—women and children.

b. Decrease of home production through specialization of community service.

2. Economic opportunities for women.

a. In business, professions, etc.

B. Political enfranchisement.

1. Sociological advocacy of equal rights: Ward, Thomas *et al.*

2. Suffrage movements.

3. Women's political leagues.

C. Educational opportunities.

1. Public schools.

2. Women's institutions.

3. Coeducation—state universities.

D. Women's movement.

1. Feminism.

a. The revolt against male control.

2. "The masculine protest."

E. The war and women.

1. Women as makers of munitions, as nurses, secretaries, producers, etc.

2. Mothers and soldiers.

F. Women and peace.

II. EVIDENCES OF DISORGANIZATION.

A. Desertion.

B. Divorce.

C. Separation.

D. Domestic infelicity.

E. Failure to marry—anagamy.

F. Illegal relations.

G. Prostitution.

H. Decrease of birth-rate—small families.

III. PROPOSED REMEDIES.

A. Court of domestic relations.

B. Easy divorce laws.

C. Federal marriage and divorce laws.

- D. Stricter requirements for approval of marriages.
 - 1. Health certificate.
 - 2. Eugenic record.
- E. Sex education—education for marital life.
- F. Prohibition of vice and prostitution.
- G. Maintenance of Volstead Law.
- H. Acceptance of high ideals to be achieved in sex relations.
- I. Adjustments by separate residence.
- J. Personal readjustment.
- K. The simple standard—elimination of fictitious norms.

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QUERIES

1. What are the causes of divorce?
 2. Why do men desert their families?
 3. What is the extent of desertion by women?
 4. How do you account for the "flapper"?
 5. Why do boys leave home?
 6. Evaluate types of homes by applying the "wishes" as criteria of judgment.
 7. How do you account for the declining birth-rate?
 8. How do you account for the declining marriage rate?
 9. Is prostitution disappearing?
 10. What should be done with our marriage laws?
 11. Should illegitimate children be legitimized?
 12. How shall the unmarried mother be treated?
 13. Is marriage the solution of irregular parenthood?
 14. What is the effect of venereal disease on home life?
 15. Is sex education the solution of the problem of venereal disease?
- If not, what part can it play?
16. What will the next generation do with the bachelor maid?
 17. What does Carpenter mean by "Love's Coming of Age"?
 18. What does Ellen Key mean by the "Right of Motherhood"?
 19. Do divorce figures indicate greater marital unhappiness than was true formerly? What do they mean?
 20. Criticize the Freudian "sex" theory of behavior.
 21. How does family disorganization vary as between city and country?
 22. Is anagamy an index of disorganization in the family?
 23. Does disorganization occur frequently in immigrant families? Why? What forms of disorganization predominate in the immigrant family? In the American family?
 24. What do you think would be the effects of birth control upon the family?
 25. What are the ultimate objectives and criteria for evaluating family behavior and organization?

26. What is the relation between family stability and grade of education? income? health? religion? freedom of women?

27. Historically what has been the function of the women in the home? Which of these functions persist? What new functions have developed with the use of industry?

28. How has woman's status been affected by her entry into industry, professions, business? How will this probably affect moral standards as regards sex relations?

29. Is marriage as a trade ever justifiable morally? For social position?

30. Unconsciously society has changed its mode of living so that mating in large cities according to old standards is no longer generally possible. What suggestions have you to offer for the solution of this problem of finding a mate?

31. Suggest a program for stabilizing the modern family.

32. What effects on the wages, hours of labor, and conditions of work has the entry of women into industry shown? What has been the attitude of industrial women toward collective bargaining? Of union members toward women?

33. When have men historically taken over women's jobs? Why?

34. Criticise the arguments upon which the notion of "race suicide" rests.

35. What correlations exist between divorce rates and the section of the country? occupations? period of marriage? marriage laws? prosperity? education?

36. The same for the trends in the size of American families.

37. How can women free themselves from the stigma of anagamy?

38. Suggest concrete ways by which the work in the schools in household arts can be measured in terms of stabilizing the family.

39. How can sex education be carried on in the schools when parents are ignorant or neglect their duty?

40. What happens to families when fathers drop out?

CHAPTER 43

CHILD WELFARE AND MATERNITY CARE

I. THE CHILDREN OF THE UNITED STATES.

A. Distribution of children in population in 1920.

1.

Age	% Urban	% Rural	% U. S.
Under 5 years	9.7	12.3	10.9
5-14	17.9	24.0	20.8
Under 15 yrs.	27.6	36.3	31.7

2. Percentage of children under 15 years in total population was in 1920—31.8; 1910—32.1; 1900—34.4.
3. 45.9% of rural population in United States in 1920 were under 20 years of age.
4. From 1910 to 1920 rural districts declined in their proportion of children.
5. 2.1% of U. S. total population were under 1 year, 10.8% were from 5 to 9 years of age.

B. Natality.

1. 1915—25.1; 1916—25.0; 1917—24.7; 1918—24.6; 1919—22.3.
2. Natality decreases in cities and with native born parents and among the well-to-do.

C. Mortality.

1. As late as 1761, 50% of the English population died before the age of 20.
2. Average number of children born, 1919, per native white mother, 3.2. Average number of children surviving, 1919, per native white mother, 2.8. A loss of one child to nearly every two mothers.
3. Mortality rates are double for negroes as for whites; total rates have been decreasing; first month and first year most dangerous; in 1910 in birth registration area the rate was 124 per 1000 of population for infants; varies with economic status and occupation and their implications as to conditions of living; diseases are mainly respiratory in February and gastro-intestinal in August in first year of life.
4. Waste of economic and vital resources.

5. Causes of infant and child mortality.

a. Prenatal factors.

- (1) Occupational poisoning.
- (2) Excessive child bearing.
- (3) Alcoholism.
- (4) Poor physical equipment.
- (5) Sex disease.
- (6) Poverty.
- (7) Malnutrition.
- (8) Overwork.
- (9) Ignorance.
- (10) Illegitimacy.

b. Postnatal factors.

- (1) Improper birth.
- (2) Midwifery.
- (3) Bad feeding.
- (4) Unsanitary conditions.
- (5) Ignorance of parents.
- (6) Poverty.
- (7) Negligence of parents.
- (8) Accidents.
- (9) Inadequate quarantine.
- (10) Illegitimacy.

II. CHILD WELFARE, EFFORTS AND AGENCIES.

A. Approximately 22 million school children, ages 5-14 (of these over 12 million are rural) out of a total of 33,612,442 children in United States, 1920, ages 14 years and under.

1. Health examinations disclosed defects in urban children 72%, in rural children 87%.
2. 11.8% of the children of the country are not attending school.
3. 4% of the children in school finish grammar grades; of those in high schools about 8% finish.

B. Rural provision for education very inadequate in teachers and equipment.

1. The one-room school.

a. In 1910, for the country as a whole, nearly 10% of urban children were not attending school; nearly 15% of the rural children—10 to 14 years of age.

b. In 1910 the proportion not attending school of the rural population 10 to 14 years of age varied from 3.7% in Vermont to 43.7% in Louisiana. For negroes the proportion in Louisiana was as high as 60.8%; for foreign-born whites the proportion was: Texas, 65.7%; Louisiana, 67.0%; Mississippi, 68.6%.

c. Regions where school attendance is low show highest degree of illiteracy.

C. Child labor.

1. Extent of child labor in the United States—census of 1920.
 - a. Agriculture—638,834 from 10-15 years; 569,824 on farm homes; 66,990 are hired on farms.
 - (1) Probably much below actual number.
 - b. Non-agricultural pursuits.
 - (1) About 45% of child laborers are apprentices and work in clothing, iron and steel and lumber and furniture industries.
 - (2) 40% of all employees in glass industry are child laborers.
 - (3) Increase in apprentices to laborers, garages, janitors and sextons and on roads and streets.
 - (4) New York State in 1917 paid compensation to nearly 3000 children.
2. Elimination of child labor.
 - a. First begun in 1825 in Massachusetts.
 - b. By laws and enforcement.
 - (1) State laws.
 - (2) The 20th Amendment—the Children's Constitution.
 - (a) The Supreme Court decisions.
 - (b) The defeat by the States.
 - x. Propaganda.
 - y. Misunderstanding.
 - z. States rights *vs.* federalism.
3. Progress of a decade in standards.
 - a. Prohibition of all wage-earning occupations for children under 16.
 - b. No minor under 18 is employed in dangerous occupations.
 - c. Night work by minors entirely prohibited.
 - d. Eight hour day and six day week.
 - e. Factory production to be carried on in factories. Elimination of tenement work.
4. By improvement of schools.
5. By improved incomes—doubling incomes reduces infant mortality by one-half.
6. By education of parents away from considering children as old-age insurance policies.

D. The Children's Bureau.

1. Getting the facts.
2. Creating public opinion.

E. Child welfare legislation.

1. Protection and care.
 - a. Dependents, delinquents, etc.—public and private.
 - b. Health clinics.
2. Provision for play and schooling.
 - a. Compulsory education laws.

- b. Playgrounds, etc.
 - 3. Illegitimacy laws under criticism.
 - F. Child research.
 - 1. Study of the normal child.
 - 2. Iowa Child Welfare Bureau of Research.
 - G. Improvements in the schools.
 - 1. Free guidance, service in dental and medical needs.
 - 2. Education for parenthood.
 - 3. Curriculum and method improvements.
 - 4. The one-room school and the consolidated school.
 - H. Mental hygiene and education of parents.
 - I. The home life—dietetics and supervision.
 - 1. The achievement of marital harmony.
- III. MATERNITY CARE.
 - A. Motherhood and its responsibilities.
 - 1. Family limitation.
 - a. Birth-control clinic in New York City.
 - b. Mortality increase with the number in the family.
 - B. The interest of the community in the child.
 - 1. Prenatal and postnatal care.
 - a. Westchester County, N. Y., Department of Public Welfare.
 - b. Case investigation by trained social worker; careful record; clinics for mothers and children; cottage institution; annual re-examination; boarding out.
 - 2. Private funds supplement public appropriations—the work of societies.
 - 3. Education of taxpayers in need of child care.
 - a. A nurse to every 2000 of population needed for care of mothers and children.
 - 4. Legislative provision for aid to mothers.
 - a. Gives financial aid—mothers' pensions.
 - (1) Kansas between \$15-40 a month to a mother in need.
 - (2) Illinois gives to destitute widowed mothers of children under 14 years of age up to a maximum of \$60 a month.
 - b. Social work agencies.
 - c. Licensing of midwives.
- IV. GOVERNMENT AND HUMAN WELFARE.
 - A. United States Federal Budget.
 - 1. Five billions in 1920:
 - a. 92.8% war
 - b. 3% public works
 - c. 3.2% primary government functions
 - d. 1% education, research and development

 100.0
 - 2. Fifty dollars per year per capita, of which 50 cents goes for education, research, development.

3. Of this fifty cents:
 - 13.5 goes to education
 - 7.1 goes to public health
 - 1.1 goes to the Bureau of Labor Statistics, the Children's Bureau and the Women's Bureau.
4. In 1920 a total of one billion was spent for education—2% of total national income; 22.7 billions for luxuries (Established for 1921—11 billions in one year more for luxuries than for education in 300 years).
5. A saving of 5% on face powder, furs, soft drinks, cigarettes, cigars, chewing gum could double education expenditures.
6. Should spend five billions at least on education.
7. City schools cost per pupil, \$51.57; rural \$33.67.

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QUERIES

1. Is child labor still an important social problem? In what ways?
2. In what occupations is child labor still bad?
3. How do you account for the failure of the 20th Amendment in the Supreme Court? In the state legislatures during 1924-5?
4. Analyze the chief points as to methods used in the propaganda for and against the ratification of the Amendment.
5. Why is state action inadequate?
6. What are the relations of the schools to the elimination of child labor?
7. List the principle advances made in the last two decades for the elimination of child labor.
8. What states have failed to legislate for the elimination or reduction of child labor?
9. Discuss the relation of child labor to income; to health; to adult economic efficiency; to better schools; to morality and good citizenship.
10. What are the important facts about natality and child mortality of significance for health efforts and education?
11. If so few children finish grammar grades and high schools, what curriculum changes should be effected to take due account of this tendency?
12. Suggest a program for the control of midwifery.

13. What simple treatment would eliminate most of the natal blindness of people? Where in the school program should people be taught this treatment?

14. What is the organization and what are the functions of the United States Children's Bureau?

15. What child welfare legislation exists in the state in which you are primarily interested? What are its inadequacies?

16. In what specific ways can child welfare be increased by the elimination of industrial waste; by economic reorganization; by better housing; by improvement in family relations; by prevention of family disorganization; by non-commercializing recreation; by better schools?

17. What is a normal child?

18. What are the best methods of caring for dependent children: orphans, blind, defective mentally, delinquents?

19. Trace the rise of the juvenile court system. How does New York handle the delinquent child?

20. Justify public appropriations for free clinics, milk stations, etc., for children.

21. What program for your community would you propose for the education of adults on care of children? How can you best get fathers and mothers into such classes? How can they be financed? Who should teach them?

22. Is excessive child-bearing a factor in infant mortality? In maternal mortality?

23. Give the arguments for and against family limitation by deliberate contraception.

24. What are your laws concerning illegitimacy? Should the child carry the burden of parental delinquency? What changes in the laws should be effected?

25. Should schools teach motherhood? How, when and by whom?

26. How can you justify state-aid to mothers in need?

27. How are mothers and children handicapped in a region characterized by high illiteracy?

CHAPTER 44

. COMMERCIALIZED RECREATION

- I. WORK AND PLAY.
 - A. Work as income-bringing activity.
 - B. Play as leisure or non-income-bringing activity.
- II. CRITICISM OF THE THEORY OF A "PLAY INSTINCT."
 - A. The wish for new experience.
- III. FORMS OF COMMERCIALIZED RECREATION—CONDUCTED FOR PRIVATE PROFIT.
 - A. The dance hall.
 - 1. Patronage expenditures from 3 to 5 millions a year in New York City.
 - B. The restaurant.
 - C. The cabaret.
 - D. Pool rooms and bowling alleys.
 - E. The saloon.
 - F. The theatre.
 - G. The moving-picture show.
 - H. Baseball.
 - I. Racing and boxing.
 - J. Radio.
 - K. Musical concerts and opera.
 - L. Prostitution.
 - M. Bathing.
 - N. Amusement parks.
 - O. Travel and tours.
 - 1. Excursions.
 - P. Camping.
 - Q. Reading.
 - 1. Fiction.
 - 2. Newspapers.
 - R. Skating rinks.
 - S. Miscellaneous.
 - 1. Chatauquas.
 - 2. Skiing.
 - 3. Riding.
 - 4. Boating and canoeing.
- IV. COMMERCIALIZED RECREATION COMMUNITIES.
 - A. Areas of exploitive attitudes.
 - 1. Palm Beach, Atlantic City, vacation resorts, etc.

V. VALUES OF COMMERCIALIZED RECREATION.

- A. Need of recreation.
 - 1. Occupational tensions.
 - 2. Group tensions.
- B. Expressional catharsis.
- C. Alternation of work and play.
- D. Inadequate personal provision.
- E. Inadequate public provision.

VI. PROBLEMS ARISING FROM SUCH RECREATION.

- A. Wastes.
 - 1. In money.
 - 2. In time.
 - 3. In energy.
 - 4. In physical fitness.
- B. Immorality.
 - 1. Sex delinquency.
 - a. Illegitimacy.
 - 2. Exploitation.
 - 3. Dishonesty.
 - 4. Crime.
 - 5. Poverty and desertion.

VII. REMEDIES AND IMPROVEMENTS.

- A. Legislative limitations and regulation.
 - 1. License bureaus.
 - 2. Prohibition.
- B. Supervision by civic organizations, reform societies, etc.
- C. Control and improvement by associations and organizations of those interested for civic and profit objectives.
- D. Censorship.
- E. Private provision and experimentation.
- F. Public recreation facilities.
- G. Elimination by law and police power.
- H. Education in schools as to evils and positively in wholesome play habits and standards.

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QUERIES

1. Can work and play be distinguished on an income-bringing basis?
2. Is school study, work or play?
3. What is the fundamental criticism against commercialized recreation?
4. What are some notable social defects arising from commercialization of recreation of one specific type?
5. If private business enterprise can successfully carry on recreation, why have public recreation?
6. Would you advocate regulation of private agencies, or public administration of recreation agencies? Which?
7. Are these problems of commercialized recreation becoming more urgent? Why?
8. State the arguments *pro* and *con* the establishment of censors for books, plays, movies, etc.
9. Should trade schools teach tennis to the pupils?
10. What principles should govern the determination of types of games taught by the school?
11. How do the schools grapple with the problem of commercialization in recreation?
12. By what methods can you study scientifically the effects or influences of dance halls, motion pictures, theaters, gambling, etc.
13. What are some educational implications of the facts of a particular instance of commercialized recreation?
14. What appeals are made by such magazines as *Secrets*, *Snappy Stories*, *Breezy Stories*, etc.?
15. Suggest a method of studying the use of leisure time of high school pupils in a rural area; in a city of 50,000; in a metropolitan area.
16. How does commercialization of amusement stimulate "jazzitis"?
17. Is a valid distinction possible between play and amusement or recreation?
18. Criticise the various theories of play.
19. What are the activities of the national playground association?
20. List the types of recreation provided by the public authorities. Evaluate these.
21. By numbering from one on, list the forms of commercialized recreation ranging from the best and most desirable to the worst and most dangerous.

CHAPTER 45

DEFICIENCY AND INSANITY

I. THE EFFECT OF ORGAN DEFICIENCY UPON PERSONALITY.

- A. The wish for dominance.
 - 1. The feeling of inferiority and compensation.
 - 2. Social status in the group.

II. "FEEBLEMINDEDNESS."

- A. The nature of mental defect.
 - 1. The idiot,—one to two years; imbecile,—two to seven years; moron, eight years to normal
 - 2. The meaning of the "I.Q.": feeble-minded in New York City and normal at home.
 - 3. Need for more reliable methods in the determination of original nature.

B. Causes of mental deficiency.

- 1. Heredity.
 - a. The manner and meaning of inheritance.
 - (1) Not "feeble-mindedness" is inherited but specific lacks in organic capacities—Mendelian inheritance.
 - b. Tregold claimed 90% of mental defect results from morbid state of ancestors.
 - c. Case studies of defective families.
 - d. Mode of transmission of defects uncertain.
 - e. Defects may sometimes tend to breed out.
 - f. Present view is that fewer instances than was formerly thought are hereditary.
 - (1) Fernald claimed one-half cases are non-hereditary and possess most desirable social traits.
 - g. Hereditary cases are mainly idiots and imbeciles.
- 2. Other causes.
 - a. Brain diseases.
 - b. Injuries.
 - c. Disorders of the ductless glands.
 - d. Malnutrition.

C. The extent of mental deficiency.

- 1. 2% of the population.
- 2. About one to every 230 of the population.

D. The social costs.

- 1. In money.
 - a. The care of institutional cases of hereditary type mainly

- (1) New York State has 6000 in institutions that cost \$1,800,000 annually.
- b. Estimated 200,000 in New York State for whom institutional care would cost \$18,600,000 for maintenance and \$54,000,000 for equipment.
2. In delinquency and disease.
 - a. Healy: "No necessary relationship between feeble-mindedness and delinquency".
 - b. Defective cases in institutions and prisons, as *maleficiaries* of normal criminality, run the proportions sometimes high.
 - c. Not more than 10% of offenders are feeble-minded but they cost much in
 - (1) Crime.
 - (2) Illegitimacy—80% of unmarried mothers are defective
 - (3) Prostitution.
 - (4) Disease.
 - (5) Pauperism.
 - (6) Drunkenness and degeneracy.
- (a) Kallikaks, Jukes, Nams, Hill Folk, etc.
3. Care and treatment of defectives.
 - a. Varies with type.
 - b. Alarmist demands for extreme measures and institutional care—segregation, sterilization, euthanasia.
 - c. The better present policies.
 - (1) For most morons—special classes in regular school system with extended supervision and follow-up.
 - (2) For idiots and imbeciles—institutions and colonies such as at Rome, N. Y. and Waverley, Mass.
 - (3) Segregation of adult females during child-bearing age as in Pennsylvania.
 - (4) Criminal and delinquent types experimentally tested for social capacities then released under custody or permanently retained in institutions.
 - (5) Need of early discovery of defect to enable community to establish right social habits because of the difficulty that defectives have of changing habits.
 - (6) Experience has demonstrated the possibility of reconstruction for independent and satisfactory living of many cases of defectives.

III. EPILEPSY.

- A. Nature of the disease.
 1. Four forms—physical or mental convulsions, total or in part.
 2. Causes unknown though hereditarily related to mental defect.
 3. Essentially a disease of the young.
 4. Disease regarded as incurable and grows mostly into dementia, but through medication convulsions can be controlled.

B. Extent and social significance.

1. From 100,000 to 200,000 in the United States (?)—one to every 500 persons.
2. 12% of army rejections in 1918 for epilepsy.
3. Isolation—self-created outcast.
4. Unemployment and pauperism.

C. Care of epileptics.

1. In almshouses, insane asylums, and jails.
2. Private institutions on a pay basis.
3. Public institutions needed, of the Craig Colony type at Sonyea, N. Y.

IV. "INSANITY" AS A MENTAL DISEASE.

A. Types of mental disease.

1. Hysteria.
2. Neurosis.
3. Psychosis.
 - a. Melancholia.
 - b. Paranoia.
 - c. Dementia.
 - d. Paresis.

B. Causes due to

1. Congenital defects and heredity.
 - a. Epilepsy.
2. Changes in brain tissue.
 - a. Injury by accident, child birth, alcohol, drugs, etc.
 - b. Disease—influenza, syphilis, tuberculosis, etc.
 - c. Malfunctioning of organs.
 - (1) Malnutrition, etc.
3. Social experiences.
 - a. Mental conflict.
 - b. Violent emotion.
 - c. Religious excitement.

C. Extent of insanity in the United States.

1. In 1910 about one to every 500 persons—Lambert claims one out of five in hospitals at some time or other.
2. Claimed to be increasing—1920, in hospitals, one out of every 450 persons.
 - a. More people live to age when disease sets in.
3. Varies according to
 - a. Age—a disease of middle and later life.
 - b. Sex—more males than females.
 - c. Residence—an urban disease—city twice as high as the country in 1910.
 - d. Race and nationality—foreign-born, Irish highest; negroes fewer than whites.
 - e. Marital status—more single men.
 - f. Vice and alcoholism—1/6 admissions in 1910 suffered from psychosis and general paralysis.

4. Cure for many is possible—64% were insane for less than one year.

D. Care and treatment of the insane.

1. Mental hygiene clinics.
 - a. The importance of psychiatrics and the control of insanity by strict medical standard.
2. Hospitalization.
 - a. Difficulty of determination and safeguarding of liberty.
 - b. Methods of commitment.
 - (1) By judicial action—jury trial.
 - (2) By judge with aid of commission.
 - (3) By commission of legislative creation.
 - (4) By judge on findings of physicians.
 - (5) Voluntary.
 - c. Need of separate care for
 - (1) Acute, chronic and criminal cases.
 - d. State rather than county care.
 - (1) Boarding out.
 - (2) Hospitals—"colonies" and "villages."
 - (3) Psychiatric service.

V. PHYSICAL DEFICIENCIES—DEAFNESS.

A. Extent of deafness.

1. In 1910, 43,812 persons—most in the Middle States.
2. Occurred mainly before twentieth year; 52.4% of total deaf became so under two years; 35.5% were born deaf.

B. Causes.

1. Congenital deafness.
 - a. Hereditary—becoming less—about 1/3 of total cases.
2. Adventitious causes—disease or accidents—about 2/3 of the total cases.
 - a. Disease the main cause.
 - (1) Of the ear—about 1/4 of the cases in this class.
 - (2) Of the body.
 - (a) SCARLET FEVER (11.1%); MENINGITIS (9.6); catarrh (3.6); measles (2.5); typhoid fever (2.4); colds (1.6); malarial fever (1.2); influenza (0.7). (Best, p. 18).
3. Scarlet fever is a decreasing but meningitis is an increasing (?) cause.

C. Prevention.

1. Adventitious cases.
 - a. Medical science.
 - b. Arrest and prevention of infantile and communicable diseases.
2. Congenital cases.
 - a. Sound heredity.
 - b. Prevention of intermarriage.

D. Care.

1. Private schools under charitable auspices.
2. Public provision through legislation—given very special status.
3. Tendency to treat deaf as normal persons.
4. Social organization among the deaf.
5. Need of change of popular attitudes.
6. Public special schools—free but non-charitable.

VI. BLINDNESS.

- A. Extent in the United States—approximately 70,000—one to every 1,605 persons.

1. High among negroes and Indians and foreign-born.
2. Distribution of blindness increases with age.
3. \$31,000,000 is the annual cost of the blind in the United States.

B. Causes.

1. Diseases—37.7%

a. Of the eye—28.4%

- (1) Ophthalmia neonatorum—2% of the group specified as *a.*
- (2) Tracoma and glaucoma are important.

b. Other diseases—measles, meningitis, scarlet fever, etc. 9.2%.

2. Accidents—13.5%.

3. Congenital.

- C. Prevention—64% of the blindness in United States is preventable.

1. Medical or surgical treatment.
2. Elimination of communicable diseases.

a. Particularly venereal disease.

3. Injuries.

a. In industry—flying fragments, dust, and gases.

4. Eyestrain.

a. Need of greater care in school and home.

5. Maintenance of general health.

- D. Education of the blind toward economic independence.

VII. OTHER PHYSICAL DEFICIENCIES.

- A. Glands and other organs.

- B. Loss of limbs.

1. Congenital.

2. Disease—infantile paralysis, etc.

3. Accidental.

a. Industrial safety and employers liability.

VIII. GENERAL MEASURES FOR PREVENTION AND IMPROVEMENT.

- A. Improved standards of medical service.

- B. Eugenics, segregation, sterilization, birth control.

- C. Physical education.

- D. Improved income.

- E. Dietetics.

- F. Improvements in home and school life of children.

- G. Mental hygiene.

1. Clinics.

2. Publicity.

H. Legislation for protection and budgetary support of preventive measures.

I. Propaganda.

J. Education—for prevention and for proper appreciation of unfortunates and their possibilities.

1. Medical care of pupils.

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QUERIES

1. Why is feeble-mindedness more significant than epilepsy or insanity?
2. Can the moron become a self-supporting and self-controlling person? How?
3. What is the relation of feeble-mindedness to poverty, insanity, vice, delinquency and disease?
4. Is insanity and mental disease of various types increasing to-day?
5. What explanations of this can you give?
6. What effect does play instruction and supervision have upon the feeble-minded?
7. What is the distribution of each of these types of defectives or diseased in urban and rural districts?
8. It is said that feeble-mindedness is a rural defect chiefly, while insanity is an urban disease. How can you explain this?
9. How can you justify the great financial burden involved in caring for, instead of summary elimination of, these defectives?
10. Which is a better method of prevention of propagation of defectives: Birth control? Segregation? Sterilization?
11. Why do physically defectives tend to interbreed?
12. What is the sociological significance of physical defect in terms of status and personality development?
13. Make a list of ways in which as a professional worker—public health nurse, teacher, dietitian, recreation director, etc.—you can practically assist in the prevention of: feeble-mindedness; mental disease; deafness; blindness; other specific physical defects.
14. Analyze an instance where poor medical care resulted in the breaking up of a family.
15. Organize for a civics course in "x" community a section on safety so as to make clear students' responsibilities and the need of public action.
16. What are the relations of these deficiencies to poverty, pauperism, crime and sex delinquency?
17. Why should the blind and deaf be treated not as mental deficient and as objects of charity?
18. Draw up a program for propaganda for the conservation of vision for a specific agency.
19. Should mental hygiene clinics be "free" or "pay" clinics? for what persons? Suggest a practical program for budgeting desirable clinic service for a county with which you are most familiar; for a city school; for adults in an industrial community.
20. Criticise the following: Vocational adjustment is a partial and inadequate solution of the problems of economic independence. The need is not so much a matter of personal capacities and jobs except when unusual ability is required. Resolve the person's mental conflicts and he will effect his own adjustments to vocational opportunities.
21. Trace the connection between childhood experiences, mental conflicts and insanity.

22. How are mental defectives being educated in special classes in the regular school system? Is this method of care valid? In what cases?

23. How can the teacher and visiting teacher specifically aid in the prevention of adult forms of insanity?

24. Do you consider life guidance as a good method of prevention of mental disease? For what cases? Should clinics in life guidance be established by the governmental agencies and run on a "free" basis?

25. What is the procedure of a mental hygiene clinic?

26. How is physical education related to mental hygiene? Illustrate concretely.

27. Set up a program of prophylactic treatment of pupils for preservation of vision and hearing indicating: the type of school, number of pupils, types and social classes represented, financing, supervision, medical care, cooperation of teachers.

28. Where school nurses are impossible what symptoms should teachers be trained to discover in relation to the hygiene of the eye, and of the nervous system?

29. What are the social and health agencies available in your community in the interest of preventive work for defects of ear, eye and mind? How can you make use of them?

30. How can a school nurse build up a program of adult education in these matters?

31. What can teachers of one-teacher rural schools do for children defective mentally?

CHAPTER 46

ILLTH AND THE PROLONGATION OF LIFE

I. EXTENT AND COSTS OF DISEASE IN THE UNITED STATES.

A. Death rates for registration area, which includes 85.3% of the total population in the United States, per 1000 persons.

1. In 1900—17.6; 1910—15; 1919—12.9; 1921—11.6; 1922—11.8.
2. Reduction has varied from 1900 to 1922 from 59%—83% as caused by typhoid, malaria, measles, scarlet fever, whooping cough, diphtheria, tuberculosis and diarrhea (under 2 years of age); influenza was decreased only 3%, but in rural regions, 29%; the rural decrease for the above diseases ranged from 17-71% with a low gain in malarial control (17%).

B. Cost of illth.

1. Illth of income-bringers of greatest social significance.
 - a. Diseases affecting workers; tuberculosis affects 3% of industrial population or 1,250,000 persons; pneumonia, influenza and typhoid fever are most acute among adults; hookworm affects 5% of the laboring population; malaria creates sub-standard health and economic incompetency; 60% of workers, 14,000,000 people show focal infections.
 - b. "Health span"—18 to 31 years; work span—20 to 42 years.
2. Three million seriously ill at all times—Fisher; 42% is preventable, which would add 15 years to extension of life; sick rate at ages 35-44 is nearly double that from 15-24 years.
3. Fisher claims an annual economic loss from preventable disease and death of \$1,500,000,000; tuberculosis alone costs \$1,000,000,000; typhoid fever \$135,000,000; hookworm \$250,000,000; malaria \$100,000,000 annually.
4. In 1922 the United States spent *1400 million dollars for cure and 60 million for prevention.*—H. H. Moore.
5. Other costs: pain, loss of ambition, poverty, unemployment, dependency and delinquency, broken families, child handicap.

II. FACTORS THAT SHORTEN LIFE.

A. Individual, entailing personal hygiene.

1. Heredity.
2. Food excess, hormone deficiency or excess, physical or psychic strain (fatigue), physical or psychic apathy.

B. Social, entailing sanitation, immunization and economic improvement.

1. Infection, poison, food deficiency.

C. Ignorance, carelessness and exploitation.

III. THE MEANS OF PROLONGING LIFE.

A. Eugenics—the elimination of weaknesses and acquisition of immunities.

B. Science—physio-chemistry, biology, medicine.

1. Research.

a. The values and dangers of research foundations.

b. Knowledge is sufficient to eradicate typhoid fever, diphtheria, scarlet fever, smallpox, syphilis, malaria; it is enough to control effectively cholera, plague, yellow fever, typhus fever, leprosy, and hookworm.

2. Application is needed.

C. Organization and financing of medical service and follow-up.

1. For cure—dispensaries, hospitals and clinics.

2. For prevention—public health service, international, national, state, county, and municipal; legislative control for isolation of communicable diseases; private agencies such as the Rockefeller Foundation, the Milbank Memorial Fund experiments in New York State; clinics, etc.

a. The county program of full-time service.

(1) Health education.

(2) Cooperation with other agencies.

(3) Control of communicable diseases.

(4) Child hygiene.

(5) Sanitation.

(6) Other activities.

(7) Records and reports.

(8) Financing.

3. Financing.

a. Shall public health service be “free” or “pay”?

4. Medical colleges and schools for nursing.

D. Education for health—personal hygiene and sanitation.

1. School education of children.

a. By teachers.

b. By visiting nurses.

2. Adult education.

a. Addresses, literature, news articles, exhibits, demonstrations, clinics, etc.

E. Improvement of the means of life.

1. Increased income.

a. Insurance.

2. Better housing.

3. City planning.

4. Industrial safety.

5. Facilities for play.

6. Control of food production and marketing.

7. Integration of social agencies with health agencies.

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2. By what methods has elimination been secured?
3. Are health authorities justified in invoking the police power of the state to enforce isolation and control of virulent communicable diseases?
4. Contrast ancient and modern attitudes toward small-pox. What diseases do you think will eventually be "bad form" to confess having had? List those that now fall under social taboo. Why are they so regarded? By whom are they not so regarded? Does this suggest the field of immediate and organized health effort?
5. What is the economic loss per year in the United States from preventable sickness and death?
6. How has tuberculosis been driven from its position of "arch enemy" of the people of the United States? What disease now takes its outstanding toll of life?
7. Are the costs of hookworm and malaria distributed over the country as a whole? Where are they to be found?
8. Show how disease costs when limited to sections actually increase the economic costs.
9. What is the relation between sickness and unemployment? Poverty? Desertion? Dependency of children? Ignorance?
10. Is disease hereditary? Explain your answer.
11. How does heredity tend to shorten life?
12. Do you know how to eat? What foods tend to poison you? Why? What are some results of bad eating? Why do people today have to pay increasing attention to what they eat and how?
13. Show the relation between nutrition and glandular functioning.
14. What is the importance of the various ductless glands in maintaining health? How can you find out the state of your own glands?
15. What is the geographical distribution of goitrous thyroid throughout the United States? How do you account for this? What is the remedy?
16. Justify legislation for shorter hours and pleasant conditions of work as disease prevention.

17. How does psychic strain (mental conflict or worry) enter into the causation of disease.

18. What modern substitutes for the physical activity of primitive man would you suggest for a woman teacher 30 years old in a city school system? for a lawyer in a small town? for yourself under your own conditions of work?

19. If there were mosquitoes in your community how would you go about their extermination?

20. Show why real health measures must be public; illustrate with sewage disposal, water, markets, food transportation, milk, air, and flies.

21. What measures has your community for the prevention and control of what communicable diseases?

22. What poisons and adulterations are still foisted on the public?

23. Against what diseases can people now be immunized?

24. What are the causes of food deficiency and malnutrition? Show the relation to inadequate income?

25. Indicate in specific diseases how ignorance, carelessness, or exploitation may enter into their causation?

26. How has Framingham, Mass., reduced its mortality rate from tuberculosis? Has your community such resources?

27. If medical science has achieved such wonders in disease control, why are there still so many people ill? How do you account for a lower success in control in the country as compared to the city?

28. Organize a program for education in health: for children, for adults. How would your program vary in terms of age, sex, locality, community resources, occupation, income, schooling, prevalent beliefs, etc.?

29. How is your local health effort organized and financed? Is it adequate?

30. Do you know the health resources of your community in physicians, surgeons, dentists and other specialists, hospitals, dispensaries, clinics, home nurses, school nurses, milk stations, etc.?

31. What is the best unit of organization for health work? Why is not the city sufficient unto itself? What carriers of disease lie without its control?

32. List the arguments *pro* and *con* "free" public health service; "pay" service? What are the variables in social conditions that would enter into your considerations?

33. Why are so many doctors objecting to trained and well-paid nurses? Are their arguments valid?

34. Why is it so difficult to secure an adequate nursing service in a typical community?

35. Shall nurses be professionals or "servants"?

36. Some doctors are now claiming that there is too much training for the medical practitioner for the rural districts. What are the fallacies in this contention?

37. What is the irreducible minimum of health knowledge of a teacher in a rural one-teacher school with a county health service and a visiting

school nurse? Without any health service of an organized public kind? Where should the teacher properly get this health knowledge?

38. What is the significance of health data in a personality record of the pupil? How does it relate to the I.Q.? To the achievement record?

39. What technics of health propaganda are being used by the best agencies?

40. Analyze carefully the relation of housing to health.

41. How must city and regional planning take account of health needs of an area, rural or urban?

42. What forms of commercialized recreation are inimical to health? In what ways?

43. How can people guard against adulteration of foods? Bad marketing practices?

44. Suggest a content of a civics course covering the duties of a citizen in securing personal and community health.

45. How would a better integration of social agencies improve the possibilities of health?

46. List your personal responsibilities as a professional, as a citizen, to cooperate in and support a public health program.

47. What standards should obtain in the selection of a health text for children of x grade in x school?

48. Evaluate the present health program in your school and suggest practical methods of improvement.

49. What are the activities and functions of a social service department of a hospital? How can you validate them sociologically?

CHAPTER 47

VICE AND THE VOLSTEAD ACT

- I. VICE IN THE UNITED STATES.
 - A. The extent of the evil—200,000 prostitutes.
 - B. Conditions and characteristics of commercialized prostitution.
 - 1. Types of places.
 - a. Segregated districts, parlor houses, tenements, hotels, boats, etc.
 - 2. The exploiters: assignation and solicitation.
 - 3. Alliances with saloon, cabarets, dance-halls, pool-rooms, clubs, etc.
 - 4. The money aspects of the business.
 - a. Licensing and protection.
 - 5. Characteristics of prostitutes.
 - a. Age, length of life, mental ability, disease, attitudes toward life and their business.
 - C. Causes of prostitution.
 - 1. Heredity, early sex experience, betrayal, compulsion—the white slave traffic, bad home conditions, bad company, love of finery, amusements, lack of work, need of money, double stands, automobile, etc.
 - D. Methods of dealing with the evil.
 - 1. Police control and registration.
 - a. The jail evil.
 - b. The policewoman.
 - 2. Rescue homes.
 - 3. Reformatories.
 - 4. Protective associations, etc.
 - 5. Elimination and suppression.
 - 6. Improvements of conditions in home, shop, recreation, school and church.
 - 7. Increased medical care.
- II. DRUNKENNESS AND ITS CONTROL.
 - A. Types of drunkards.
 - 1. Occasional.
 - 2. Habitual—chronic alcoholism.
 - 3. Dipsomaniac.
 - B. Causes of drunkenness.
 - 1. Misfortune, disappointment, sorrow, fatigue, disease.
 - a. Psychic compensation.

2. Conviviality.
 - a. Escaped wishes.
3. Habituation and degeneration.
- C. The saloon and other modes of drinking.
 1. The saloon.
 2. The club, cabaret, the home, etc.
 3. "Parlor houses."
- D. Costs of drunkenness.
 1. Fisk in 1917 reported approximately two billion gallons of alcoholic beverages consumed annually in the United States.
 2. Wastes of food materials, etc., in expensive manufacture.
 3. Wastes of income—"the pay envelope and the saloon."
 - a. Increased cost of living.
 4. Industrial waste through weakened operating efficiency.
 5. Poverty, pauperism, malnutrition, disease, broken homes, etc.
 6. Crime.
 - a. One-half the crime committed was directly caused by drunkenness before prohibition.
- E. Efforts at control.
 1. The period of free consumption.
 2. Licensing of the saloon and other places selling alcoholic beverages—a tax measure.
 3. The Canadian method—a state monopoly with limited sale for consumption at home.
- F. Efforts at elimination.
 1. Temperance societies.
 - a. Propaganda.
 - b. Education.
 2. Legislation at elimination.
 - a. State laws, Maine, Kansas, etc.
 - b. The Volstead Act.
 - (1) Law enforcement and bootlegging.
 - (2) The "hip-toter."
 3. The American Medical Association's resolution against alcohol.
- G. The next steps.
 1. The present situation demands law enforcement as a fair test of the national experiment.
 2. More facts and less propaganda.
 3. Comprehensive study by an impartial scientific body.

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QUERIES

1. Why is prostitution to be considered a vice?
2. Classify the different kinds of prostitution and indicate their differential characteristics.
3. What were the arguments in favor of segregated districts and licensing of prostitution? Why has this system of control failed?
4. Does medical inspection of prostitutes afford satisfactory control? For what ends?
5. Who are the people who have exploited the prostitutes? Where do they usually operate?
6. What are the activities of the Girls Protective Associations and the Girls Welfare Leagues?
7. Why does it do no good to arrest and fine prostitutes?
8. Does suppression make conditions worse or better? Why?
9. List improvements that would tend to decrease prostitution: in the home, at work, at play, in the school and church.
10. Suggest a satisfactory medical program for the prevention and control of the disease aspects of the vice.
11. What are the costs of prostitution?
12. Are the prevalent attitudes of women toward the social evil of a kind to create or eliminate the vice?
13. In what ways do standards of men contribute toward the difficulties of elimination? How can a single standard of sex morality be created?
14. What protection of children can be set up against the ravages of evil?
15. Why are manufacturers against the saloon? Why nurses? Why charity workers? Why women?
16. Why are many workers against prohibition?
17. What are the causes of drunkenness: among college men, among the rich, among the poor, among the vicious elements of the community? How do you account for the fact that prostitutes ply their trade with the use of alcoholic beverages? Do they not also use food to the same extent?
18. How does drinking increase the cost of living?

19. What is the relation between drunkenness and crime?
20. List the advantages and disadvantages of prohibition.
21. Evaluate the saloon versus "hip-toting" as regards the sociological aspects of the problem.
22. What can the nurse, the teacher, the specialist in household arts, the play leader contribute toward the prevention of drunkenness? What social forces in the community can be lined up for enforcement?
23. Analyze the "infringement of personal liberty" arguments against prohibition from the sociological point of view.
24. Does wholesale disregard of the Volstead Act cause disrespect for all law? If not for all, for which kinds of laws?
25. Is the American attitude one of obeying laws or successfully negating them by sharp practice?
26. Is alcohol necessary for medical practice or are there equally good or better substitutes?

CHAPTER 48

"DELINQUENCY" AND ADAPTED EDUCATION

I. THE NATURE AND EXTENT OF JUVENILE DELINQUENCY IN THE UNITED STATES.

A. Types of "juvenile delinquency" or maladjusted children demanding special attention.

1. The mentally defective children.
 - a. Constitute from 1/3 to 1/10 of those coming into the Juvenile Courts.
2. Children of immigrants who commit property damage.
3. Protestants against uninteresting life—those who steal, lie, run away, commit sex offenses, truancy.
4. Children whose personalities are badly warped.
5. Psychopathic children who commit violence against persons.
6. Children seduced and misled by adults or companions.
7. Unmarried child mothers.

B. Juvenile need and adult delinquency.

C. The extent and increase of needy children.

1. 75% of prisoners in Sing Sing were under 21 years of age—80% of crimes committed by boys.
2. 7-10% of boys reaching the age of ten have court records.
3. Most cases are children of foreign-born.
4. In 1910-1911, 115 institutions in the United States enrolled 51,387 persons, of whom 77.8% were males and 22.2 were females.

D. Causes of juvenile maladjustment.

1. 50% of cases in New York City due to play.
 - a. Impulses and wishes that conflict with mores.
2. Irritability—organic malfunctioning.
3. Bad home conditions.
4. Broken homes—40% of juvenile cases from such.
5. Mental conflict—assimilation of divergent values.
6. Mental and emotional defects.
7. Evil associates.
8. Bad neighborhood and community conditions.
9. Suggestive experiences.
 - a. Newspapers.
 - b. Movies.
 - c. Gossip.

10. Unpleasant school experiences.
 - a. Retardation.
 - b. Isolation.
11. Poverty and malnutrition.
12. Laws and social attitudes.
13. Adult delinquency—carelessness, ignorance, malpractice, etc.
- E. Modes of treatment.
 1. Historical methods.
 2. The juvenile court movement in the United States.
 - a. Arrest and detention in special places not in jails.
 - b. Clinical diagnosis of child and social investigation of his environmental history.
 - c. The judge and the child.
 - d. Commitment upon a personal basis of education and supervision.
 - (1) Probation.
 - (2) Special educational institutions—The Children's Village, Inc., Dobbs Ferry, N. Y.
 - (3) Reformatories.
 - (4) Placing out.
 3. Principles of institutional care.
 - a. Separation of sexes.
 - b. Cottage plan.
 - c. Education in play, vocation, self-control.
- F. Prevention of child maladjustment.
 1. Research into the causes of delinquency.
 - a. The Psychopathic Institute of Chicago; Judge Baker Foundation, Boston; Iowa Child Welfare Research Bureau; Joint Committee on Methods of Preventing Delinquency, New York City; etc.
 2. Guidance.
 - a. School guidance of the child.
 - (1) The need of better school records.
 - (2) Individualization of school treatment.
 - (3) Personalization of school relations especially between teacher and pupil.
 - (4) Discovery of pupils' capacities—therapeutics of attractive and creative work.
 - b. Vocational and life guidance.
 - c. Health guidance and supervision by child clinics and school clinics.
 - d. Parental guidance—habit clinics.
 - e. Adjustment bureaus.
 3. Improvement in conditions and opportunities for physical recreation.
 - a. "Keep off the grass."
 - b. Play streets, playgrounds, play fields, scouting, hiking, clubs, parks; etc.

4. Public enlightenment toward child offenses to eliminate attitudes of reprisal.
5. Child feeding according to the best knowledge of dietetics.
 - a. Parental clubs; parent-teachers association, home bureau work for parents in rural regions, milk stations, etc.
 - b. Education for child care of girls and boys in high schools.
 - c. Health education of children.
6. Development of intelligent and sympathetic parenthood.
 - a. A wholesome domestic milieu for the child.
 - b. Harmony and peace between parents.
 - c. Avoidance of divorce.
 - (1) Freedom from malicious attitudes toward former partner if divorced, and alternation of child custody between parents.
 - d. Improvement in income and physical conditions of child's life at home.
 - (1) Resources in money, sleeping arrangements, work or play facilities, etc.
7. Psychoanalytic treatment of bad mental conflicts.
 - a. Psychiatric and child welfare clinics.
 - b. Intelligent changes in mores which may be only vestigial and not immediately adapted to present life.
 - c. Adult moral flexibility and intelligent resiliency toward life.
8. Special education for mental defectives.
 - a. Differential treatment and training in institutions for the defectives.
 - (1) Vineland, N. J.; Rome Colony, N. Y.; Waverly, Mass.
 - b. Special classes in regular school system.
 - (1) Need of more education in teacher training institutions for the discovery and teaching of mental defectives.
9. The application of measures of negative eugenics and birth control.
10. Stricter but sympathetic parental supervision and companionship.
11. Improvement of neighborhood and community conditions.
 - a. Maintenance of high social life.
 - b. Practical functioning of social agencies and the church, school and home.
 - c. Sanitation and community beautification.
 - d. Wiser police supervision of the vicious elements and criminals.
12. Elimination of evil suggestions in the child's milieu.
 - a. Newspaper scandal and crime reports should be boycotted.
 - b. The vicious "humor" of the "funnies" could be substituted by really artistic humor.
 - c. Movies should not exhibit details of crime or anti-social behavior necessary to a plot.

- d. Adults, parents, relatives and friends in home conversation should avoid suggestive or malignant gossip.
- 13. Legislative revision.
 - a. Remove vindictive statutes involving children.
 - b. Restate laws to place guilt upon parents and guardians.
 - c. Provide for better state care—probation, placing out, or institution.
 - d. Domestic Relations Courts.
- 14. Improved education in schools.
 - a. Sex hygiene and appreciation of social attitudes.
 - b. Civic training of a vital and practical character.
 - c. Functionalizing of subject matter throughout the grades and high schools.
 - d. Improvement in methods of teaching and study to make school experience wholesome and attractive.
 - e. Democratic and natural discipline.
 - (1) The school city.
 - f. Extension of school leadership in children's play.
 - g. The visiting teacher as the friend of teacher, pupil and parent.
 - h. School athletics, clubs, etc.

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1. By what facts can you validate the position that child delinquency is really adult delinquency?
2. How does this attitude toward maladjusted children involve the new program of treatment by the court? How does present-day treatment differ from former methods of dealing with the juvenile offender?
3. What are the various types of child offenders who come under the attention of the state?
4. It is said that crime today is mainly juvenile offense. How do you account for this as regards native-born children? Children of foreign-born parents? In the city? In the country?
5. For what offenses are boys mainly brought into custody? Girls? What is the proportion of males to female offenders? Can you explain this?
6. How do you account for the fact that so many cases of "delinquency" arise during play activities? What types of offenses are these?
7. What per cent of the cases are clearly due to hereditary defect?
8. How do bad home conditions create child need?

9. How does divorce enter into child maladjustment for boys? For girls? (Differentially consider age-groups.)

10. How should irritability in children be treated?

11. What are some of the environmental conditions which create mental conflict that results in misconduct?

12. What is the usual treatment of the classroom "pest"? What should it be? What training does the teacher need for proper care and guidance of such a pupil?

13. How can the visiting teacher contribute toward the training of a mischievous or incorrigible pupil or truant?

14. What are some of the chief problems of social case work with children?

15. What is the rôle of the evil associate in juvenile misconduct? Of unsanitary and unesthetic surroundings in the child's neighborhood? Of reports of crime in newspapers? Of movies?

16. How does retardation in school work tend to create "delinquency"?

17. Show the ways by which isolation of a pupil may arise and what its effects upon his behavior tendencies may be.

18. What scientific methods of study of juvenile needs have already been developed?

19. Describe the main features of the organization and conduct of a child guidance clinic?

20. List the procedure by which a delinquent is handled in a children's court? What justifications for each step can you discover?

21. What social agencies in a community can the teacher utilize to prevent delinquency? To correct bad behavior trends in boys? in girls?

22. Contrast institutional care with placing out as methods of adapted education as to cost, ease of handling, effect upon the child, repeating, etc.

23. By what means have agencies attempted to develop self-control or discipline among juvenile offenders?

24. Suggest a program of prevention of sex delinquency resulting in unmarried motherhood.

25. What is the minimum of medical knowledge needed by social workers with delinquents?

26. What are the forms of extra-medical service in management of misconduct problems in children?

27. In what ways would school improvements tend to prevent delinquency?

28. What is probation work? How is it organized and financed? With what success in dealing with children?

29. How do you explain the following statement of a probation officer: "If the home conditions and surroundings are bad and remain bad the chances are that probation will be a failure."

30. If probation and placing out are unsuccessful, what is done with the incorrigible boy or girl?

31. What is the function of a psychopathic clinic in connection with a children's court.

32. Describe a children's court room? How could it be improved? Up to what age does its jurisdiction extend?

33. What is the relation of law and police to delinquency of children? Are city children at a disadvantage because of the laws and police?

34. Can you justify the recent change of legislation in New York State specifying the parent or guardian as liable in the case of juvenile delinquency?

35. What is the relation between juvenile delinquency and crime?

36. Should the school take over the work of probation officers or is it better linked with the courts?

CHAPTER 49

CRIME AND RE-EDUCATION

I. WHAT IS CRIME?

A. Custom, common law, statute law.

B. Types of crime.

1. Misdemeanors—punishable by fines or confinement in local prison.

2. Felonies—punishable by death or confinement in a state prison.

3. Intentional and accidental offenses against the public.

4. Crimes against person; crimes against property; crimes against public decency, order or justice.

C. Types of criminals have never been satisfactorily classified.

1. The "born" criminal; the "victim" criminal, "defective" type, etc.

2. Thief, robber, murderer, disorderly person, forger, etc., etc.

3. "Young adult man living in the city."

II. EXTENT AND COST OF CRIME IN THE UNITED STATES.

A. In 1910 there were 112,881 persons in 2823 penal institutions; 105,362 males and 6136 females; one to every 800 persons.

B. About 250,000 criminals in the United States; approximately a million persons are convicted each year for some offense; in 1915 there were 4,000,000 arrests, and 1,800,000 convictions.

C. Total financial cost a year estimated at \$5,000,000,000, five times the direct cost of education; 8¼% of the total national income is spent on crime.

III. CAUSES OF CRIME.

A. Historical theories of crime.

1. The theological notion of innate depravity, demonism, etc.

2. The Italian theories of Lombroso and Ferri—"the criminal type."

3. Refuted by the findings in England by Goring and by others in the United States.

B. Modern explanations of crime.

1. Intrinsic causes or conditions.

a. Mental defect—heredity, accident or disease basis.

b. Emotional defect—hereditary or organic basis.

c. Satisfaction of personal wishes in anti-social ways.

(1) Crime as catharsis from psychic tension.

d. Juvenile delinquency.

2. Extrinsic causes or conditions.
 - a.* Statute law and common law.
 - b.* Divergent social values.
 - c.* Social disorganization.
 - (1) Isolation, mobility, immigration.
 - (2) Bad home conditions.
 - (3) Bad neighborhood.
 - (*a*) Companions, gangs, traditions, institutions, such as poolrooms, saloons, dance halls, etc.
 - d.* Criminal journalism and movies.
 - e.* Poverty.
 - f.* Drunkenness and drug-taking.
 - g.* Social conflicts—quarrels, jealousies, etc.
3. Causal explanation varies with types of crime and nature of persons committing them.

IV. DETECTION AND TRIAL OF THE "CRIMINALS."

- A. The law.
- B. The police and crime detection.
 1. The need for training schools.
- C. Detention.
 1. Police station, jails—municipal and county, detention homes for women.
 2. The many arrested persons not convicted deserve decent treatment.
 3. Many present jails need to be closed as indecent and insanitary.
 4. Should be separated from jails and controlled by state.
 5. Indemnification for losses in cases unconvicted.
- D. Trial and the courts.
 1. Delay in trial.
 2. Charge and defense.
 - a.* Malpractice.
 - b.* Kinds of courts.
 3. The jury.
 4. Evidence.
 - a.* The "eye-witness."
 - b.* Expert testimony.
 - (1) Reaction studies.
 - (2) Psychiatric examinations and personality analysis.
 5. The judge and the sentence.
 6. Publicity.

V. TREATMENT OF THE CONVICTED.

- A. Theories of punishment.
 1. Vengeance, repression, reform.
 - a.* The death penalty, whipping, incarceration, fines, etc.
 2. Permanent custodial care or re-education to make the person harmless or socially useful.

B. Prisons and penitentiaries.

1. The Pennsylvania system.
2. The Auburn system.
3. The Irish system.
 - a. The indeterminate sentence.
 - b. Marking for credits for good behavior.
 - c. Parole.
4. The Illinois State Prison.
5. Self-government.
6. Convict labor and the prisoner's wages.
7. Prison education.
 - a. Vocational training.
 - b. Usually equivalent to first two grades.
8. Release from prison.

C. Reduction of prison population.

1. Farm colonies for hopeless—dementia praecox.
2. Probation for others—suspended sentence.
 - a. Cost N. Y. per prisoner in 1922, \$439.39.
 - b. Cost N. Y. per probationer in 1922, \$28.39.
3. 81% of the children discharged improved and 73% of the adults, in 1922 in N. Y.
4. The enlistment of the offender's interest in maintaining or regaining social status.
5. The development of professional social work standards.

VI. PREVENTION OF CRIME.

- A. The failure of "punishment" as prevention.
- B. Sutherland lists vested interests—newspapers, movies, etc., opposition to paying taxes, and ignorance as obstacles to prevention.
- C. Sterilization.
- D. Improved treatment and care of juvenile delinquents.
- E. Scientific law making.
- F. Unification of courts and legislative simplification.
- G. Clinic service—medical and psychiatric.
- H. Adult education—parental care.
- I. Other improvements—the home, occupation and income, school, recreation.

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1. How does law create crime?
2. What social conditions or factors account for the increase of crimes? What is the relation of legislation to crime increase? Is this a mark of civilization? In what way?
3. May there be a "saturation point" for legislation beyond which obedience to law tends to break down?
4. What was the criminal type of Lombroso? Was his theory correct?
5. What are the new theories as to causes of crime? Illustrate by findings of Olson and Hickson of Chicago; by arguments of Darrow in the Loeb-Leopold case.
6. If expert testimony of social psychologists is accepted by the courts, what use will remain for a jury?
7. In terms of the four wishes, explain typical forms of crime.
8. Show how juvenile delinquency is related to crime.
9. Show by a case record, the relation of a school to any of the following: prostitution, disorderly conduct, burglary.
10. Criticise the following: "Environment is never a cause of crime; it simply presents the opportunity to commit a criminal act."
11. Why must the causes of a criminal act be differentially explained if an analysis of environmental factors is desired? Would it be equally necessary on an emotion-test basis?
12. Show how the following tend to cause crime: isolation of a specific type of immigration. How does the immigrant colony condition people away from crime?
13. How do poverty, drunkenness or drug-taking correlate with crime? Are they merely associated or correlated as causes?
14. At what points does criminal legislation in your community need revision? Have the laws been recently gone over by a commission?
15. What are some outstanding evils of the police system in large cities?
16. What is the function of the State Police? Why are labor unions so strongly opposed to this department?
17. How can the police work to prevent crime? Especially policewomen?
18. Describe conditions in local and county jails after visiting them personally, if possible.
19. Why should the detention "jail" be done away with? What substitutes should be established?

20. What is American procedure in criminal justice? Under what conditions may a man be jailed without knowing the charge against him?

21. What improvements can you suggest for the jury system? Is the method of selection a reason for popular attitudes of disrespect for the courts?

22. How reliable is an "eye-witness" under ideal conditions of observation? How does emotion affect accuracy of observation?

23. In what ways do newspapers "get" convictions? Why?

24. In terms of the environmental theory of crime, criticise the older theories of punishment. The same for the hereditary-emotional-defect.

25. Trace the history of prisons and show how the newer theories affect prison architecture. What are the advantages of the Illinois State Prison architecture over the old types?

26. What were the evils of the Auburn system and how did Osborne change them? Did Osborne's results bear out the environmentalists' theory or the biological theory of emotional defect?

27. What States still retain whipping as a form of punishment? What is individualization of punishment? Do you think education will ever replace punishment in the treatment of criminals?

28. What are the evils of convict labor? What should be done with the earnings of the prisoner? Does prison production tend to keep below a proper level of price, goods on the open market? How can this situation be remedied?

29. How can prison labor be utilized for re-education? Under what conditions must it be run?

30. What are the present types of prison education? What feasible improvements can be instituted?

31. How do you account for the high record of recidivism?

32. If prisons do not reform, do not deter, do not succeed in preventing or lessening crime, why have them? What substitute for the prison has been tried?

33. What is the indeterminate sentence? Parole? Suspended sentence? Probation?

34. Can all cases be put under probation officers? What kinds? Does probation succeed? What are its principles and methods of treatment?

35. What are the distinct advantages of probation over the prison system as to public attitudes toward an offender? Social status of offender after release?

36. Why do newspapers and movies form obstacles to the prevention of crime?

37. Compare the lines of any large daily newspaper as to crime and non-crime materials.

38. How does public health tend to prevent crime? Improvement in neighborhood conditions as in recreation, etc.?

39. Show by a concrete example how improvements in feeding the family relate to crime. Broken homes. Parental neglect.

40. What proportion of convicted persons were juvenile delinquents?

PART VII

How can societal facts be discovered?

How can they be utilized for community action?

CHAPTER 50

GETTING THE FACTS

- I. THE DEFINITION OF THE PROBLEM TO BE STUDIED.
 - A. Depends upon the state of knowledge of an area of human experience.
 - B. Which makes possible certain hypotheses as to the characteristics of the marginal areas of information.
 - C. Necessitates exclusion as well as inclusion.
 - D. Suggests significance of knowledge or technics.
- II. SELECTION OF THE METHOD SUITED TO THE NATURE OF THE PROBLEM AND THE CRUDE CHARACTER OF THE FACTS.
 - A. Budget studies for a year would be statistical or quantitative.
 - B. Development of educational activities of cooperative societies would be historical.
 - C. The truancy of "Fred Davis" would be analytical or qualitative.
 - D. A study of a social agency might utilize all types of investigation at the moment.
- III. TYPES OF METHODS FOR SOCIOLOGICAL RESEARCH.
 - A. "Sociological research" as distinguished from social investigation.
 - 1. Pure science—the discovery of facts or technics.
 - B. Sources of materials.
 - 1. Library study—bibliographical sources.
 - a. Books, pamphlets, reports, census and official statistical tables, newspapers, journals, biography, letters, etc.
 - C. Field research.
 - 1. Examination of documents, records of public and private welfare agencies, or organizations.
 - a. The use of the directory, the mailing list, the social register, the record file, newspapers, etc.
 - 2. External observation, participational observation, the interview, etc.
 - D. Procedure in handling materials.
 - 1. Formulation of work already done and contributions previously made that relate to the special study in hand.
 - 2. Technical handling of the source material.
 - a. The card and its use.
 - b. The filing.

3. The use of concepts and categories.
 - a. Classification and comparison.
 - (1) The marginal case.
 - (2) The emergence of new concepts.
4. Induction and generalization.

IV. TYPES OF METHODS OF SOCIAL INQUIRY AND SURVEY.

- A. The special inquiry—the monograph or case study.
 1. The questionnaire.
 - a. Principles for drawing up a questionnaire.
 - b. The use of checking devices.
 - c. Determining the statistical unit.
 2. The interview.
 3. The use of personal history, confessional documents, diaries, letters, etc.
 4. The making of measurements—physical, mental, material, personal.
 - a. Sampling.
 - b. Complete observation.
 - c. Personal experience of investigator.
- B. The social survey—the organic method of study of the total situation as a stock-taking preliminary to social effort.
 1. A congeries of special inquiries developed together with reference to their interdependent relationships.
 2. The advantages and defects of surveys.
 - a. Technics for examining structural and more obvious aspects of a societal situation.
 - b. Need to use technics for discovering the subjective or social psychological aspects of a societal situation.
- C. Use of the data.
 1. Analysis of findings.
 - a. *Quantitative analysis* of activities and relations or patterns of behavior of people.
 - b. *Qualitative analysis* of activities, relations or patterns of behavior.
 - (1) Attitudes, conditions, interactions, correlations.
 - (2) Taken as complexes of processes or products *and* conditions.
 2. Interpretation and evaluation of findings.
 - a. The expert's technic and objective criteria.
 - b. The layman's experience and judgment.
 - c. The committee or jury method of pooling judgments.
 3. The formulation of the program.
 - a. Statement of prevalent conditions or characteristics of a societal situation.
 - b. Indication of shortages or needs.
 - c. Suggestions for community effort.

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5. Buell, B. "Interviews, Interviewers and Interviewing." *The Family*. Vol. VI, No. 3, pp. 86ff.
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8. Chapin, F. S. "Progress in Methods of Inquiry and Research in the Social and Economic Sciences." *Scientific Monthly*, 19:390-99, 1924.
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11. Elderton, W. P. and E. M. *Primer of Statistics*.
12. Elmer, M. C. *The Technique of Social Surveys*.
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14. Fitch, W. Q. *Agriculture in Crawford, Dubois, Perry, Pike, Spencer, and Warrick Counties*. Purdue University, Extension Bulletin No. 116, May, 1923.
15. Galpin, C. J., Davies, G. W., Wyman-Stone, G. *Social Surveys of Rural School Districts*. University of Wisconsin, Circular No. 122, February, 1920.
16. Giddings, F. H. *The Scientific Study of Human Society*.
17. Harris, F. S. *Scientific Research and Human Welfare*.
18. Harrison, S. M. *The Social Conditions of an American City*. (An example of a summary of survey.)
19. Harrison, S. M. *Employment Offices in the United States*. (A monographic treatment of a special inquiry, historical and statistical.)
20. Karsten, K. G. *Charts and Graphs*.
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23. Lindeman, E. C. *Social Discovery*.

24. Lippman, W. *Public Opinion*. Introduction (Pictures in Our Heads); Part II (Approaches to the World Outside); Part III (Stereotypes).
25. Lundberg, E. O. "Methods of Field Research by the Federal Children's Bureau." *Pub. A. S. S.*, 17:151-160.
26. McCall, W. A. *How to Measure in Education*.
27. Morse, H. N. *The Social Survey in Town and Country Areas*.
28. Park, R. E. "The City." *American Journal of Sociology*, 20:577ff.
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30. *Publications of the A. S. S.*, 15:216-223. (Essentials of a Social Survey.)
31. *Report of the Committee on the Training of Hospital Executives*. (Principles of Hospital Administration and the Training of Hospital Executives.) 1922. 22 East Ontario Street, Chicago, Ill. (The jury method of arriving at consensus.)
32. *Report of the Survey of Certain Aspects of the Public School System of Providence, R. I.* Teachers College, Columbia University, 1924. (An inquiry, not a survey. Well reported.)
33. Richmond, M. E. *Social Diagnosis*. (Social case work method—evidence, interview, questionnaire.)
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35. Sheffield, A. E. *Case-Study Possibilities*. Research Bureau of Social Case Work, Boston, 1922.
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38. Thomas, W. I. *The Polish Peasant*. Vol. II. (The use of letters as documentary material for the study of attitudes involved in family organization.)
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42. Wolfe, A. B. *Conservatism, Radicalism, and Scientific Method*.

QUERIES

1. How does it help in scientific investigation to define the problem to be studied?

2. What is the function of a hypothesis in scientific investigation?

3. Of what use are your facts when you get them? Is this question pertinent for a sociologist? for a social worker-educator, case worker, probationer, visiting teacher, community organizer?

4. By what means would you determine the methods of study to be used in the following problems: the organization of a public health county unit? the determination of the content for the play program for boys in a public school in "x" community? the organizational improvement of a city school system? the adjustment of an unmarried mother? trends in criminal be-

havior in the United States? the organization and functions of the Burley Tobacco Growers Cooperative Association?

5. What is the distinction between sociological research and social investigation? Between social inquiry and social survey?

6. What are the main principles to be followed in drawing up a questionnaire?

7. Why must you first determine the statistical unit, if any, in order to arrange a practical type of questionnaire?

8. Contrast the advantages of the questionnaire with the interview method as to completeness, reliability, access to facts.

9. In interviewing an aunt of a runaway boy how would you proceed?

10. How can adequate records be made of the interview findings so as not to prejudice the findings?

11. What uses of a scientific kind can be made of confessional documents? Are they not "fixed up" to make impressions desired by their authors? Would not such treatment invalidate them for scientific uses?

12. What are the advantages and defects of complete enumeration?

13. What are the advantages and defects of sampling or sounding?

14. What principles should guide the investigation in the method of sampling, i.e., how should one determine which samples to select?

15. What are the limitations for scientific purposes of data of social life gathered purely by objective observation with ordinary written record? By participational observation?

16. What areas of facts should be investigated for the following purposes: organization of a pre-school habit clinic; establishment of a hospital; opening of a nurses training school; organization of courses in a city high school of a home economics course; a publicity program in public health in a rural community; visiting teacher service; the opening of a rural library service; publicity program for improved feeding of the family; needs of a city recreation system; the consolidation of county schools?

17. When is the expense of time and effort for a social survey justified? What is the superiority of a body of facts gathered in a survey and the same body of facts secured by a special inquiry? Illustrate.

18. If you think a survey would be useful in the community in which you work, how would you proceed to get one?

19. What use can be made of laymen, of social leaders like teachers, preachers, social workers, secretaries of chambers of commerce, Rotary Clubs, etc.? What of experts in social surveys? Where can the assistance of experts be secured?

20. What besides the structural and physical aspects of community life should be studied scientifically in a survey?

21. How can groups, attitudes and values be investigated?

22. By what means should the investigation work of a survey be coordinated?

23. When data are secured on cards, questionnaires, statements, etc., what should be done to them so as to make practical use of them?

24. Illustrate instances of qualitative scientific investigation where quan-

titative approach was impossible? Is mathematical exactness the single criterion of scientific qualities?

25. Do correlations always indicate causation?

26. What do ratios show? Medians, modes, deviations?

27. When the facts are gathered and analyzed how would you proceed to turn them into a program?

28. What is the defect in the scientific worth of jury judgment?

29. If you had to determine subjects of a curriculum and amount of time to be allotted to each, of diverse kinds of educated people, which would be more scientific: to pool opinions or judgments as to the proposals of a committee of experts or to analyze societal activities, patterns, attitudes of the community in which the course is given? Why?

30. Which method is used to teach: nurses in a hospital; hospital executives; doctors; lawyers; teachers of civics, of geography, of mathematics, of play?

CHAPTER 51

USING THE FACTS FOR SOCIAL ACTION

- I. THE FOUNDATIONS OF PUBLICITY TO INFLUENCE SOCIAL EFFORT.
 - A. The body of social attitudes and values that characterize a community.
 - B. Groups in the community (see Chap. 35 of this Syllabus).
 - C. Leadership and the strategic points of attack.
 1. The key persons of power and prestige.
 2. The dominating interest of the people at the moment.
 - D. The social psychology of collective behavior (see Chap. 33).
 1. The public and the issue (see Chap. 34).
 - a. The crisis.
 - b. Creating an appreciation of the crisis aspects indicated by the facts discovered.
 - (1) Suggestion and suggestibility (see Chap. 29).
 2. The fatigue of interest.
 - E. Technics of communication available in the community (see Chap. 28).
- II. PUBLICITY AND PROPAGANDA.
 - A. Publicity—technics of communication that inform.
 - B. Propaganda—technics of communication that convince.
 1. Subversive types.
 2. Constructive types.
- III. THE PUBLICITY PROGRAM.
 - A. The preparation.
 1. Collecting materials.
 2. Crystallizing objectives, general and specific.
 3. Checklisting with a calendar.
 - B. Principles of publicity.
 1. Attract attention.
 2. Hold attention long enough to get facts over.
 3. Create a set for immediate or later action.
 4. Subject methods and results to constant and severe criticism.
 5. Be honest and sincere.
 - C. Channels of publicity.
 1. Printed materials.
 - a. Books.
 - b. Annual reports.
 - c. Pamphlets, bulletins, and the house organ.
 - d. Fliers and circulars.

- e.* Posters, diagrams and charts.
- f.* Magazine and journal articles.
- g.* Bulletin boards.
- h.* The letter-head in ordinary correspondence.
- i.* Mailing list for letters, circular letters, and "follow-up" letters.
- j.* Service letters of information.
- k.* Advertising in newspapers, magazines, billboards, store windows, etc.
- l.* Newspaper, feature and news articles.
- m.* Telegrams, post cards, blotters, slips.
- 2. Oral publicity.
 - a.* Speeches in schools, clubs, theaters, streets, factories, shops, churches, etc.
 - b.* Debates in schools, clubs, forums, etc.
 - c.* Lectures, single or course, in university extension or associations, clubs, etc.
 - d.* Special classes, trades unions, mission study, women's clubs, parent-teachers associations, etc.
 - e.* Mass meetings.
 - f.* Conference.
 - g.* Radio.
 - h.* Visits with key people, demonstrations, tours of inspection with explanations.
 - i.* Gossip.
- 3. Miscellaneous forms of publicity.
 - a.* Dramatizations.
 - (1) Theatricals and shows.
 - (2) Special stunts.
 - (3) Pageants.
 - (4) Demonstrations.
 - (5) Parades.
 - (6) Motion pictures.
 - b.* Use of other community occasions.
 - (1) Special occasions—holidays, memorials, national "weeks," etc.
- 4. Exhibits.
 - a.* Types.
 - (1) Window exhibits of fixed or moving types.
 - (a) The reflectoscope and automatic slides.
 - (b) Fixed and moving models and displays.
 - (c) Living demonstration.
 - (2) Special exhibits.
 - (a) Health exhibit, school exhibit, prison exhibit, food exhibit, etc.
 - (3) Travelling exhibits.
 - (a) Trains, trucks, motor cars, etc.
 - (4) Community exhibits.

- (a) Various subjects and all methods and channels combined.
- (b) The graphic portrayal of the findings of the community survey with the program indicated for improvements needed.
- b. Principles for conducting community exhibits.
 - (1) Planning should be thorough.
 - (2) Organization must be extensive.
 - (3) Materials simply portrayed, and not excessive in amount, on screens and in booths on the level of the eye.
 - (4) Special stunts or demonstrations should be scheduled in rotation to avoid conflict.
 - (5) Need trained explainers.
 - (6) Generous and comfortable seating arrangements.
 - (7) Follow-up should result in actual improvements or legislation as needed.
- 5. Campaigns and "drives."

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Look over carefully the following:

2. Brinton, W. C. *Graphic Methods for Presenting Facts*.
3. Frame, N. T. *Lifting the Community by Its Own Bootstraps*. Circular No. 255, July, 1922. College of Agriculture, West Virginia University, Morgantown, W. Va.
4. Routzahn, E. G. *The A B C of Exhibit Planning*.
5. Routzahn, E. G. and Routzahn, M. S. *Traveling Publicity Campaigns*.
6. Wheeler, J. L. *The Library and the Community*. Increased Book Service Through Library Publicity Based on Community Studies. (Details of procedures. Good bibliography. Purchase, if possible.)

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The pamphlet immediately following should be purchased by the student, for references contained therein are not duplicated here: Routzahn, E. G. and Routzahn, M. S. *Publicity Methods Reading List*. Russell Sage Foundation, New York, 1914. Price 30 cents.

1. Alexander, C. and Thiesen, W. W. *Publicity Campaigns for Better School Support*.
2. Educational Exhibition Company, Providence, R. I. (Materials for exhibit construction.)
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4. Hazeltine, M. E. *Checklist of Library Publicity Methods*. Wisconsin Library, Bulletin 15:91-4; 121-5; April, 1919.

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6. Rand, McNally & Co., New York, *Catalog of Map-tack Systems*.
7. Reynolds, R. G. *Newspaper Publicity for the Public Schools*.
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9. Russell, H. L. and Hatch, K. L. *Mileposts on the Road to Market*. Circular No. 167, January, 1924. Extension Service of the College of Agriculture, University of Wisconsin, Madison, Wisconsin. (A splendid example of an annual report.)
10. Russell Sage Foundation, 130 East 22nd Street, New York City, Department of Surveys and Exhibits.
11. Ryan, W. C. *Education Exhibits*. Bureau of Education, Bulletin, 1916, No. 1, Washington, D. C.
12. Strong, A. L. *Child-Welfare Exhibits. Types and Preparation*. U. S. Children's Bureau, No. 14, Washington, D. C., 1915.

QUERIES

1. What is the area of service of your agency and what are its physical and social resources and characteristics?
2. What facts of the area—community, district, etc.—are pertinent to your publicity? Geography, race, mass of people, technology, groups and attitudes and values?
3. What is the sensitivity of the groups to your objectives, ideals and points of program? How does it vary with race, nationality, schooling, vocation, social status, income, etc.?
4. What is the organization of the local government that constitutes the politico-administrative unit in your area of service? Who are the strategic persons within that organization and what are the dominant attitudes of politicians toward your agency and its services?
5. How can the several institutions, school, church, shop, etc., be utilized in your campaign?
6. What other service agencies can be counted on for what forms of co-operation? Museums, concerts, theaters, movies, stores, lecture courses, public gatherings, newspapers, bookstores and news stands, clubs and societies, business organizations, community centers, etc., etc.
7. What do people know about your agency and its services? What need they know? Why? In what order? Why? Do all people need to know all these facts equally,—policies, plans, organization, finance, status?
8. What are the concrete purposes of your publicity? For legislation, for finance, for service cooperation, for information?
9. What has been the publicity policies and methods? What methods for testing results? What effects have been discovered?
10. What forms of publicity do you conduct about and for your managers and patrons as regards subscription, endowment? How far can sections of your work be involved in publicity on specifics?

11. What forms of publicity would best suit your *clients* or *members*? Your staff? For what objectives in finances, management, services? Who are your clients? Who should they be?

12. What forms for others? If any, should it be differential or dropping fliers from airplanes?

13. Does your advertising ring true? Is there a real service? Is it publicity or "pufflicity"? Is it a defense of a "good" against a criticism that everyone admits?

14. How does the spirit of your publicity suggest or support the place and tone of your agency and its service?

15. Does your publicity possess brevity, plainness, grip, humor? ("Grin and Give," *Survey*, March 15, 1925, p. 762.)

16. What personalities appear in your publicity? Those of your agency? Your clients? Your supporters? The impartial outsider? Which for which purpose?

17. Is your publicity sporadic or continuous?

18. How do you exploit the human wishes in your copy and materials?

19. Have you a publicity checklist and calendar?

20. How can you utilize the campaigns of other agencies by fitting your effort into the spirit of National Days or Weeks, holidays, seasons, etc.?

21. Do you use pictorial publicity? Do your appeals get over? How do they compare with social opinion?

22. What kinds of pictures are most effective: Black and white? Cartoon? Color? Graphs and diagrams?

23. Are the newspapers sympathetic to your agency and its service? If not, how can they be made so? Have they confidence in your copy? What items do you run on administration, finance, actions of the board, building, services and methods, special features?

24. Have you a sense for news? What is news? Do you get it all?

25. Has your article a good catchy lead?

26. What other publications in your area can be utilized?

27. Do you have a handbook on layout and typography?

28. Do you use circulars, letters, post cards, blotters, slips? What means of distribution do you use? Where free? Where pay?

29. What use do you make of posters, placards, billboards? Are they efficiently utilized?

30. Is motion picture publicity possible? Slides? Films? Exhibits and displays? Addresses—noon hours, etc.; discussions, etc.? Pageants, parades, etc.? Campaigns?

PART VIII

What is sociology?

What contributions has sociology made to modern
thought and practice?

CHAPTER 52

SOCIOLOGY: ORIGIN AND DEVELOPMENT

- I. HISTORICAL STREAMS OF THOUGHT THAT HAVE FLOWED INTO MODERN SOCIOLOGY.
 - A. The Hebraic influence—the reformist attitude.
 - 1. Mosaic and priestly codifications.
 - 2. Prophetic protestants—Amos, Hosea, II Isaiah, Proverbs.
 - 3. Social teachings of Jesus.
 - B. The Greek philosophers and poets—the pragmatic attitude.
 - 1. Plato's concepts of society in the *Republic* and the *Laws*.
 - 2. Aristotle's *Politics*—"Man is a political (social) animal"; the separation of functions and the combination of efforts.
 - 3. Sophism, Epicureanism, and Stoicism.
 - C. Roman thinkers—the legal attitude.
 - 1. Cicero—equality of human nature.
 - 2. "Law" and custom as source of authority and "justice and right."
 - 3. Plutarch's *Lycurgus*.
 - D. Saracenic influence—"natural causation."
 - E. Medieval thought: Utopias of the dreamers and Christianity—the theological attitude.
 - 1. Hebraism, Alexandrian philosophy of the dreamers and Christianity combined with Roman Law were mediated through the ecclesiastics—"other worldly objectives."
 - 2. More's *"Utopia"* (1515-17).
 - 3. Campanella's *"City of the Sun"* (1623).
 - 4. Bacon's *"New Atlantis"* (1629) and scientific method.
 - F. The French stream of thought—the critical attitude.
 - 1. Descartes (1596-1649) and "scientific method."
 - 2. Montesquieu (1689-1755) (*L'Esprit des Lois*, 1747), historical causation.
 - 3. Diderot (1713-1784) and the Encyclopedists.
 - a. The move toward critical appraisal of "science" and positivism.
 - 4. Helvetius (1715-1771), education as a means of social achievement.
 - 5. Rousseau (1712-1778), the "social contract" theory and equal opportunity for all (*Social Contract*, 1762).
 - 6. Condorcet (1743-1794), the "stages" concept of social evolution, equality of opportunity and emphasis on education and progress (*Progress of the Human Mind*, 1795).

7. Saint-Simon (1760-1825), scientific and objective approach to society in the interests of progress and peace.
 8. Fourier (1772-1837), social wastes and the need for amelioration.
 9. Quetelet, L. (1796-1874), statistical treatment (*Du Système Social*, 1848) and Le Play (*Social Reform in France*).
- G. The English stream of thought—the practical attitude.
1. Adam Smith (1723-1790) (*Moral Sentiments*, 1817; *Wealth of Nations*).
 2. Hobbes (1588-1679), man is anti-social but compacts for peaceful cooperation (*The Leviathan*, 1885).
 3. Locke (1632-1704), contract and representative government "natural rights."
 4. Utilitarian philosophy—social reform.
 - a. Bentham (1748-1832), happiness of greatest number, social control, rehabilitation of criminals, pauper and vocational education, civic education, "Panopticon" and prison reform, attractive legislation.
 - b. Malthus (1776-1834) and the theory of population.
 - c. James Mill (1773-1836) all-round education throughout life.
 - d. John Stuart Mill, scientific method; induction; deduction, testing; pluralistic explanation; liberty and social control.
 5. Buckle (1821-1862), geographical determination of history (*History of Civilization in England*, 1857-61).
- H. The German stream of social thought—the historical attitude.
1. The Cameralists—developed science of administration and national maintenance; 1555-1765.
 - a. Compare Machiavelli (1469-1527) (*The Prince*, 1513).
 - b. "Welfare of the State is the supreme concern"—public order.
 2. The development of historical methodology and the codal controversy.
 - a. Study history to derive principles for law codification.
 - b. The natural history of law which is continuous, Savigny (1779-1861).
 - c. Eichhorn (1752-1827) emphasized broad and complete approach to history or pluralistic explanation.
 - d. Niebuhr insisted upon documentation or evidence (1776-1831).
 3. The rise of reform under the pressure of the Franco-Prussian War was based upon systematic inquiry into conditions of life; economic theory was collectivistic.
 4. These influences were mediated into America after the Civil War by American graduates of German Universities.
- II. THE ESTABLISHMENT OF MODERN SOCIOLOGY IN EUROPE—THE PHILOSOPHIC ATTITUDE.
- A. Auguste Comte (1830-1842), the discovery of laws of human society (*Positive Philosophy*, 1853).

1. The three stages in scientific development: the theological, the metaphysical, the positive.
2. Classification of sciences: mathematics, astronomy, physics, chemistry, biology, sociology.
- B. Tylor, F. B., description of primitive peoples, customs, organization, etc. (*Primitive Culture*, 1871).
- C. Charles Darwin (1809-1882), validation of evolution (*Origin of Species*, 1872).
- D. Herbert Spencer (1820-1903), cosmic evolution (*Study of Sociology*, 1872).
 1. Descriptive and structural sociology.
 2. Attention to primitive societies.
 3. Organic theory of society and genetic philosophy.
 4. Laissez-faire attitude toward improvement.
- E. Lilienfeld (1829-1903), "society as an organism" and "social pathology" (*Thoughts on the Social Science of the Future*, 1873-81).
- F. Schäffle (1831-1903), "society as a supermind" (*Bau und Leben*, 1875-78).
- G. European sociologists contemporaneous with the rise of sociology in the United States.
 1. De Greef, G., classification as a method of science (*Introduction à la Sociologie*, 1886).
 2. Durkheim, E., the division of work and specialization in social organization; classification (*De la Division du Travail Social*, 1893).
 3. Tarde, G., use of the method of comparison (*La Logique Sociale*, 1894).
 4. Gumpłowicz (1838-1909), the conflict theory of society (*Der Rassenkampf*, 1883).
 5. Ratzenhofer (1842-1904), "the group-making factors."

III. THE RISE OF SOCIOLOGY IN THE UNITED STATES—THE EXPERIMENTAL ATTITUDE.

- A. Practical efforts in charities and corrections.
- B. Teachers of social sciences, politics, history, economics.
 1. Sumner at Yale, 1876; Columbia College, School of Political Science, 1880; Sanborn at Cornell, 1884; Johns Hopkins.
- C. Lester F. Ward (1841-1913) (*Dynamic Sociology*, 1883).
 1. Systematic treatise following the lead of Spencer and Comte; cosmic philosophy.
 2. Protested against the "dry bones" of Spencer's social philosophy.
 3. The theory of the social forces as psychic; the foundation of social psychology.
 4. Declared for societal control of human affairs through knowledge of social life, which should be universalized through education.
- D. Establishment of departments of or courses in sociology. Black-

- mar at University of Kansas, 1889; Giddings at Bryn Mawr, 1890; Small at Colby College, 1890, and at the University of Chicago, 1892, the "Social Science Group."
- E. Wrangling about methods and defenses against attacks, 1892-1901.
1. Social Science Associations.
 2. Establishment of the *American Journal of Sociology*, 1895.
- F. From 1901 on, an increasing location of problems and development of methods of analysis. Interest shifted from generalization and pass-key explanation to specific researches of an objective character, into pluralistic causation.
- G. The organization of the American Sociological Society, 1905, Lester F. Ward as the first president, with 115 members.

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2. Bogardus, E. S. *A History of Social Thought*.
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QUERIES

1. Is sociology established to-day as a doctrine, a point of view, research methods, or a body of knowledge?
2. What justification is there for considering Hebraic, Greek, Roman and Saracenic influences in relation to the origin of sociology? Why not consider classical thought of Confucius and Mencius in this connection?
3. What were the outstanding contributions of thought during the Middle Ages to the use of sociology?
4. Can you distinguish between sociology and social philosophy?
5. What were Adam Smith's contributions to modern sociology?
6. Why is Comte called the "Father of Sociology"?

7. Why is Spencer's sociology referred to as descriptive?
8. Who were the progenitors of modern analytical sociology?
9. What influences tending toward the development of sociology came from attempts to reform society, i.e., from charities and correction?
10. What streams of thought flowed immediately into American sociological discussion from Europe?
11. When was American sociology founded and by whom?
12. What does Small mean by his use of the phrase to describe historical origins of sociology: "the drive toward objectivity"?
13. Trace briefly the development of sociology in America: teaching, writers, organizations and journals.
14. What ten names in chronological order represent the outstanding contributions to the development of sociology in this country?
15. Choose the period of one great contributor to sociological science and relate his works to the principal societal trends of his time, and to his intellectual forbears.
16. How were German social-economic and historical methods mediated into America?
17. What was the influence of the establishment of the Social Science Group in the founding of the University of Chicago upon the development of sociology?
18. Who are the chief exponents of the following theories of human society:
 - a. The geographic or climatic explanation of history.
 - b. The economic causation of human events.
 - c. The racial interpretation.
 - d. The instinctive causation of human behavior.
 - e. The institutional or cultural concept of behavior causation.
 - f. "The history of a people is the history of its great men."
 - g. "The social forces are the desires of men."
 - h. "Society is an organism."
 - i. The psychological explanations: consciousness of kind; imitation; suggestion in social control.
19. By a study of the present various journals of sociology, determine the chief present interests of sociologists.
20. Formulate a definition of sociology.

CHAPTER 53

SOCIOLOGY: ITS INFLUENCE AND PRESENT STATUS

I. SOCIOLOGY IN RELATION TO THE SOCIAL SCIENCES.

A. The two views commonly held fundamentally affect this relation.

1. Sociology is a "mother" science, covering in a general manner aspects that are dealt with particularly by the special social sciences; analogous to the relation between Biology and Botany or Zoology.

a. This view grows out of the notion that sociology is a body of knowledge or a collection of principles or generalizations.

(1) As a result of this view sociology has served a unifying function among the social sciences by insisting that

(a) Human experience is an organic whole and must be studied as a unity.

(b) Social sciences are not many but one.

(c) They are mutually dependent, having nothing to gain and much to lose by exclusiveness.

2. Sociology is one of the social sciences and holds equal rank with any of the other social sciences, as economics, law, politics, history, etc.

a. This view is dependent upon the conception that sociology is a body of technics for the analysis and interpretation of human experience.

(1) Although utilizing the findings and technics of the natural and the special social sciences, it has reacted upon the latter as a corrective agent.

(a) Economics has profited by applying sociological methods to the analysis of values, wages, industrial conflicts, etc., and by abandoning abstract theory for concrete analysis; as, for example, the work of Wesley Mitchell and Thorstein Veblen.

(b) Politics has been influenced slightly by sociology, particularly with reference to collective behavior and its control through public opinion—Graham Wallas and Woodrow Wilson.

(c) Law is to-day under severe criticism as checked by the findings of sociology and the methods of determining the causation of human behavior—Roscoe Pound and Ernst Freund.

- (i) Scientific legislation based on social facts.
- (x) The Wisconsin State Legislative Bureau.
- (ii) The establishment of different types of courts: children's courts, family courts, etc.
- (d) Religion has been socialized—Rauschenbusch, Peabody and Shaler Mathews. This social application of Christianity together with textual and historical criticism of the Bible founded modernism.
- (e) History has been corrected from particularistic explanations—economic, racial, geographical, etc.—to the analysis of conditions of events in their complexities—Robinson and Lippmann.
- (i) Disclosure of history as a mode of propaganda.
- (f) Education has been sufficiently affected as to warrant the establishment of an applied science of *educational sociology*.
- (i) The movement toward socialization arose from sociological foundations.
- (g) Rural sociology—differential treatment of facts for the improvement of country life.
- (h) Social psychology has emerged as a result of the two approaches to human experience, the psychological and the sociological.
- (i) This has effected a definition of personality in concrete and natural terms rather than metaphysical.
- (ii) Offers technics for personal guidance.
- (i) Medical practice has taken over the findings and technics of pure and applied sociology in diagnosis, treatment as involving follow-up, and in the theory and methods of organizing effort for sanitation and disease prevention.
- (i) Hospital social work.
- (ii) Public health service.
- (j) Social work has checked its experimental results with the findings of sociology.
- (i) Newer methods in charities, corrections, community organizations, etc.
- (k) Literature and drama.

II. THE PRESENT STATUS OF SOCIOLOGY IN THE UNITED STATES.

A. Research into social realities: New School for Social Research, the National Social Research Council, Russell Sage Foundation, the Commonwealth Fund and juvenile delinquency, the Milbank Fund and health service, the Judge Baker Foundation, etc.; bureaus of municipal research, miscellaneous agencies conducting research into special areas of human experience or into social problems; industrial research agencies; colleges and

universities; studies in professional and vocational schools; educational research agencies; rural life studies; etc., etc.

B. Sociological instruction.

1. In colleges, universities and professional schools.

a. Graduate schools.

(1) Law, divinity, education, commerce, social work.

b. Undergraduate courses of an introductory and advanced kind.

c. Professional schools not of graduate rank.

(1) Schools of nursing, agricultural colleges, teachers colleges and normal schools (about 100 out of 146 of the last kind teach sociology or so-called sociology).

2. High schools.

a. Special courses in sociology covering some social analyses but mainly social problems.

(1) January, 1922, at least 1600 high schools taught sociology to approximately 40,000 pupils.

(2) North Dakota leads with 18% of the total enrollments in sociology.

b. Combined with materials in social studies that are organized around major projects (e.g., H. O. Rugg, *Bulletins of the Lincoln School, Teachers College, New York City*).

c. Civics contains sociological contributions in the studies of citizenship (e.g., D. H. Kulp, *Civics. An Inductive Study Socially Developed of the Elements of Community Welfare*).

d. Courses in general social science (e.g., H. P. Fairchild, *Elements of Social Science*).

e. "Current events" courses that deal with social problems and methods of solution.

3. Grade schools.

a. Seventy-nine schools in 1922 were teaching this subject in the ninth and tenth grades.

b. Parallel English readings on sociological materials dealing with primitive peoples in story fashion.

c. Parallel readings in geography and history.

d. Habit-formation education inculcating customs.

e. Studies of child relationships and duties in socialized classes.

C. Organizations and publications.

1. The American Sociological Society (A.S.S.) meets annually and prints a volume of *Publications (Pub.)* (1907—). It issues as its official organ the *American Journal of Sociology (A.J.S.)* (1896—).

a. The section of the society on Rural Sociology.

b. The section on Training Schools for Professional Social Work.

c. The section on Community Organization.

d. The section on Educational Sociology.

- e. The section on the Sociology of Religion.
- f. The section on Researches in Sociology.
- 2. The National Conference of Social Work (1879—) with its annual *Proceedings* (1874—) (*Proc. N.C.S.W.*); formerly National Conference of Charities and Corrections (N.C. C. C.).
 - a. Social workers who professionally qualify have organized the American Association for Social Workers. Their organ is *The Compass*, 130 E. 22nd Street, New York City.
- 3. The American Country Life Association with its annual *Proceedings* (A. C. L. A.) (1919—).
- 4. The American Academy of Political and Social Science; publishes the *Annals* (1890—); each volume is organized around a main topic of study.
- 5. The American Economics Association, the American Statistical Association, the American Association for Labor Legislation meet with the Sociological Society.
- 6. The National Society for the Study of Educational Sociology meets twice a year,—with the Sociological Society and the Department of Superintendents, N. E. A.
- 7. The National Community Center Association meets twice a year,—with the Sociological Society and the National Conference of Social Work. It publishes *The Community Center* (1918—).
- 8. Other journals recently established are the *Journal of Applied Sociology* (1916—), the *Journal of Social Forces* (1922—), and the *Journal of Abnormal and Social Psychology* (1905—).

III. SOCIOLOGY IN OTHER COUNTRIES OF THE WORLD.

- A. In England, the Sociological Society publishes the *Sociological Review* (1908—). Formal instruction in institutions of learning has not developed very far.
- B. In France, l'Institut International de Sociologie and la Société de Sociologie de Paris jointly publish the *Revue Internationale de Sociologie* (1893—). Two other journals of this kind are published in Paris and one in Bruxelles. Sociologists devote much consideration to international politics.
- C. In Italy, there is the *Rivista Italiana di Sociologia* (1897—).
- D. In Germany, there are three journals, chief of which is the *Zeitschrift für Sozialwissenschaft* (1898—).
- E. Russian sociology has not enjoyed formal instruction in universities, is not organized, and has no separate publication; but sociologists have produced a large body of book literature on the subject. (See Hecker, J. F. *Russian Sociology*. Columbia University Studies in Political Science, Whole Number 161.)
- F. In the Orient.
 - 1. India has a society publishing the *Indian Sociological Review* (1923—).

2. In China a small group of students returned from the United States is publishing a *Chinese Journal of Sociology* (1921 —). It has not appeared regularly and is in need of support. Mission colleges of first rank and government institutions of higher learning have formally organized teaching in sociology as such.
3. Japanese universities have departments of sociology. There is a Japan Sociological Society with *Proceedings*.

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1. Select any one of the readings listed under "Suggested."

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2. Becker, C. "Some Aspects of the Influence of Social Problems and Ideas upon the Study and Writing of History." *American Journal of Sociology*,² 18:641ff.
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10. Dopp, K. *Anthropological Readers for First Grades of the Elementary Schools*.
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¹ Hereafter this will be designated as *Pub. A. S. S.*

² Hereafter this will be designated as *A. J. S.*

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20. Moore, H. H. *Status of Certain Social Studies in High Schools.* U. S. Bureau of Education, Bulletin, 1922, No. 45, Washington, D. C., 1923, pp. 14-17 (Sociology) and p. 20.
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27. Small, A. W. "The Future of Sociology." *Pub. A. S. S.*, 15:174-202.
28. Small, A. W. "A Prospectus of Sociological Theory." *A. J. S.*, 26: 22-59.
29. Smith, W. R. "Social Education in the Schools." *Pub. A. S. S.*, 13:81-110.
30. Snedden, D. "Sociology as a Basic Science to Education." *Pub. A. S. S.*, 17:101-14.
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37. Tufts, J. H. *Education and Training for Social Work.* Chap. VII (Foundation Subjects).

QUERIES

1. Of the two views of sociology mentioned in the outline, which has had a more productive influence? In what way and why?
2. With reference to that special social science of which you know most show how the first view of sociology has served to guide its studies.

3. Upon what findings of sociology has economics corrected its data? Politics? Law? Religion? History? Education? Rural community organization? Social work? Nursing? Guidance?

4. List the specific methods or conclusions of sociology that you deem of greatest value and show why (choose your own field): to school superintendents; to principals of high schools; to teachers of elementary English, mathematics, spelling, geography, history, play; to teachers' work in the classroom; to visiting teaching; to kindergarten teaching; to organization of parent-teachers associations; to school supervision; to teachers of one-teacher rural schools; to teaching mental defectives; to guidance of high school pupils; to deans of women; to district nursing; to county health organization; to medical diagnosis; to hospital service; to child clinics for habit-formation, for health; to probation work with truants; to charitable aid; to organization of clubs in rural districts; to writing of newspaper feature articles for social work; to urban social work organization; to case work in a correctional institution, etc.

5. What reasons can you marshal for the teaching of sociology in senior or junior high schools? In the elementary grades?

6. What kind of sociological instruction do you think should enter into the training of teachers, nurses, social workers? (Separately consider distinct types.)

7. Criticise the following statement of the head of a teachers college: "I would supplant any course in the curriculum to make a place for sociology."

8. Sociologically justify the organization of social studies as central projects rather than as separate studies.

9. What are some of the main problems in your profession to which you think sociological research might offer some aid?

10. What evidences exist to show that sociology has made contributions of a distinct kind to literature and the drama?

11. What in your judgment are the weak points of sociology as you have studied it?

12. What are the points of agreement concerning human experience among sociologists today, which are not also characteristic of the special social sciences?

13. What justification can you offer of the claim that sociology is a science?

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